DOCUMENT RESUME

ED 047 701 LI 002 547

TITLE	Consultants Workshop, New England State Library Extension Agencies, September 7 - 9, 1967.
INSTITUTION	Rhode Island Univ., Kingston. Graduate Library School.
PUB DATE	68
NOTE	62p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Consultants, *Librarians, *Library Education, Library Programs, *State Libraries, *Workshops
IDENTIFIERS	*New England

ABSTRACT

The Workshop for Library Consultants was prompted by the serious need of training for performance of consultant services. Four areas were chosen as a framework for participation: recognition of common problems, assimilation of materials, development of background preparation and planned performance of individual service. The four work sessions were planned to insure participation and also to demonstrate all the techniques available to a consultant who hopes to develop leadership in working with groups of people. During the three days each individual was part of a changing group of consultants urged to give thoughts to various areas of common interest, to ask questions, to comment and to exchange ideas. The work sessions were concerned with: (1) recognizing common problems, (2) materials useful to state library consultants, (3) the consultant in action and (4) demonstration: library board meeting. The other five sessions consisted of: two luncheon and one dinner speaker, a reactor panel and an evaluation of the workshop. A roster of participants and a bibliography are also included. (NH)

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

E. J. Humeston, Jr.

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

ED 047701

CONSULTANTS WORKSHOP

New England State Library Extension Agencies

September 7 - 9, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Ruth H. Hamilton, *General Chairman*

Co-sponsored by the State Library Agencies of
Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont
and
The U. R. I. Graduate Library School

LI 002547

University of Rhode Island

Kingston, R. I., 1968

Copyright © 1969

by

University of Rhode Island

Graduate Library School

Providence, Rhode Island

Printed by The Little Rhody Press, Inc.

Providence, Rhode Island

TABLE OF CONTENTS

		Page
Foreword		i
Program		ii
First Session:	Luncheon and Guest Speaker "Potential of Consultant Work in Library Development" — Miss Eleanor Ferguson	1
Second Session:	Reactor Panel	10
Third Session:	Dinner and Guest Speaker Professor John Stitely	14
Fourth Session:	Work Session I "Recognizing Common Problems"	15
Fifth Session:	Work Session II "Materials Useful to State Library Consultants"	26
Sixth Session	Work Session III "The Consultant in Action"	30
Seventh Session:	Work Session IV Demonstration: Library Board Meeting	37
Eighth Session:	Luncheon and Guest Speaker "One Jump Ahead" — Miss Arlene Hope	41
Ninth Session:	Evaluation	47
Epilog		49
Roster		51
Bibliography		54

FOREWORD

On September 7, 8, and 9 of 1967 the Workshop for Library Consultants was held on the campus of the University of Rhode Island at Kingston. It was planned and co-sponsored by the Graduate Library School of the University of Rhode Island and the Directors of the Library Extension Agencies of the New England States. The six states sent selected groups of consultants from their staffs. An average of seven consultants from each state attended for the full time.

The theme of the Workshop was chosen because of the serious need of training for the performance of consultant services. Since little had been done in New England in a concerted effort to provide for this training, it was decided to make the content as basic as possible. Four areas were chosen as a framework for participation: recognition of common problems, assimilation of materials, development of background preparation, and planned performance of individual service.

The methods used in the work sessions were planned to insure participation and also to demonstrate all the techniques available to a consultant who hopes to develop leadership in working with groups of people. Consequently the meetings utilized prepared talks by experts, the reactor panel, small and large group discussions, the demonstration, and role-playing in both carefully prepared and spontaneous situations.

From the vantage point of an objective outsider the chairman could see that what was important about this workshop was the immediate experience for the individual participant. Each was given the opportunity for association with people of similar responsibilities in a new and comfortable environment removed from habitual demands and familiar surroundings. During the three days each individual was part of a changing group of consultants urged to give thought to various areas of common interest, to ask questions, to comment, and to exchange ideas.

The "proceedings" of such a conference cannot be expected to capture the all-important warmth and excitement inherent in this type of shared experience. In print the questions asked and the comments that developed in discussion take on an aspect of banal repetition of the stereotypes of "group discussion" that fill conference reports. The importance of such a published follow-up rests in preserving a record of the machinery employed to get participants together, to establish the cross sections and grouping with some variation, and to stimulate the kinds of thinking that would probe areas of mutual concern.

To provide this record, the following pages reproduce the variety of texts used in the nine sessions of the Workshop to capture the imagination, to stimulate recognition of common problems, and to sharpen the critical faculties of the participants. Brief descriptions supply the methods utilized as each session opened. Just enough comments have been included to show typical reactions.

The Directors of the New England Extension Agencies are to be congratulated on their vision in providing this opportunity for their staffs to benefit from such a personal experience. It takes courage. There is a great temptation to instruct, to dominate, and to indoctrinate with one's own passionately held ideas and philosophy. It is the wise administrator who recognizes that informal communication and association are as essential as formal training.

R. H. H.

General Chairman

PROGRAM

CONSULTANTS WORKSHOP

September 7

10:00 - 11:30 Registration — Burnside Hall

12:00 - 2:00 Luncheon — Student Union, America's Cup Room
Keynote Speaker: Eleanor Ferguson* — "The Potential of Consultant Work in Library Development"

2:30 - 4:30 General Session — Student Union, Room 200
Reactor Panel: Jewel Drickamer, Chairman
Elizabeth Kingseed, New Hampshire
Mary E. Dudman, Maine

6:30 - 7:30 Dinner — America's Cup Room, Student Union
Guest Speaker: Professor John Stitely

September 8

7:30 - 8:30 Buffet Breakfast — Student Union, Dining Room

9:00 - 11:30 Work Session I — Student Union, Room 200
"Recognizing Common Problems" — Jewel Drickamer, Chairman

12:00 - 1:30 Buffet and Social Hour — Student Union

2:00 - 4:30 Work Session II — Student Union
"Study of Materials" — Sam Molod and Mary Flynn, Joint Chairmen

5:30 - 6:45 Dinner — Student Union, Dining Room

7:00 - 9:00 Work Session III — Student Union, Room 200
"The Consultant Packs His Bag" — Elena Horton, Chairman; Elizabeth Kingseed, Barbara Hubbard

September 9

7:30 - 8:30 Buffet Breakfast — Roger Williams Hall

9:00 - 11:30 Work Session IV — Student Union, Room 200
"State Librarian Consultant Meets with a City Library Board" — Alice Cahill

12:00 - 1:30 Luncheon — Roger Williams Hall, Pond Room
Guest Speaker: Arlene Hope — "One Jump Ahead"

2:00 - 3:00 General Session — Student Union, Room 200
Evaluation and Recommendations: Sam Molod, Chairman

*Names, titles, and addresses on roster

FIRST SESSION

The first general session was held at a luncheon meeting in the America's Cup Room, Student Union Building, on the campus of the University of Rhode Island. Mrs. Ruth Hamilton, General Chairman, presided.

The program opened with a welcome given by Dr. Edward J. Humeston, Jr., Dean, Graduate Library School, University of Rhode Island. Miss Elizabeth Myer, Director, State Department of Library Services, Rhode Island, followed Dean Humeston in extending welcome and introducing the keynote speaker, Miss Eleanor Ferguson, Executive Secretary, American Association of State Libraries, American Library Association. Her address follows:

POTENTIAL OF CONSULTANT WORK IN LIBRARY DEVELOPMENT

My assignment was to act as keynote speaker for this workshop, a role for which I may not be very well suited. My strengths lie in the realm of speculation, pontification, and distortion, whereas you would probably prefer something more helpful in your day-to-day tasks. A keynote by definition states the fundamental fact or idea or sets the prevailing tone. A workshop for consultants may take one of two tacks: it may reassure you that what you are doing is of the highest importance and that you need only do more of it until you drop in your tracks; or it may urge you to self- and job-analysis and thus condition you to change. With your permission I shall adopt the latter course and since I won't be here to eavesdrop on your comments, I may make you as mad as I like so long as I give you some food for thought at the same time.

Let me lay some groundwork by defining my terms. First, a consultant, according to my dictionary, is "one who gives professional advice or services regarding matters in the field of his special knowledge or training." I hope you will agree to include me in that definition, for although I work at the national level, and hence my advice is necessarily far less informed and far more superficial than what you give to your states, I still employ many of the same techniques you do. Moreover, when I make a mistake in the advice I give, you frequently have to pick up the pieces, so the more closely we work together, the better for all concerned.

Secondly, will you agree for the next hour or so that you all work for state libraries? I know as well as you do that some of you really work for divisions of library extension, or departments of education, or library commissions, or other variously named entities, but if I have to run through all of them every time I want to refer to your employers, we shall be here so long that the reactor panel will have neither time nor energy to react. For the duration, then, "state library" is shorthand for the whole range of agencies which pay your salaries.

For the benefit of those who have to take notes in order to write a report when you get home, what I have to say follows a very simple outline: one, what consultants are doing now; two, the changes in American society which are likely to demand that you change the pattern; and three, what the new pattern is likely to be. It is the last which will exercise my talents of speculation, and perhaps from your point of view, pontification and distortion as well.

To begin at the beginning, I want to review with you some of the findings of Marie Ann Long's study, *The State Library Consultant at Work*, published by the Illinois State Library. Some of you have no doubt read it with care, but as it represents the only remotely objective and scientific study of your group, I am almost compelled to make use of it. Parenthetically, one of the most trying characteristics of state library personnel is the reluctance they display about looking at themselves. Gather together any group of you to discuss a topic like statistical measurement or research, and invariably you are off and running

about collecting statistics about the libraries in your states, or the needs for research about how public libraries operate, never about the state library per se! The resulting lack of documentation about state libraries, what they do, and how they do it, is simply astounding; no other library group, I think, talks so little about itself. Could this be one reason for the 27% vacancy rate for consultant positions that Mrs. Long reports?

Her study deals, as all such studies do, with averages, means, and central tendencies. If any of you know the exact difference between those terms, please keep it to yourselves — I've given up caring. The only reason I mention them at all is to remind you that her findings are statistical rather than descriptive of actual cases. We have become so inured to the creatures of statistics that we find no difficulty in forming a mental picture of a woman with 1.3 husbands, 2.7 children, holding one-third of a job. I can only hope she stays in our minds and out of our living rooms! My point is that the "average" consultant occupies the middle of the range; about half of you are better and wiser than the average, and half are below average. I assume that those here present are above average. One of the reasons the rest are poor consultants is that they typically avoid attendance at meetings like this.

The average consultant is a woman (three out of four are), about 45 years old, with one year of library training, giving her either a master's or a bachelor's degree, depending on how long ago she got the training. No consultant in the study reported more than a master's, although some had an MLS plus a master's in another field. The average consultant works almost entirely with public libraries, having come to her job through experience in working in a public library. And she works in the region in which she was born.

One is entitled to generalize from these findings that many consultants completed their formal education at least twenty years ago, that they have stayed close to home, and that they have arrived at a time of life when everyone carries a load of opinions and prejudices gathered through long experience, a load which is hard to change. Among these prejudices may perhaps be a feeling that school libraries are still as poor as they used to be; that today's library schools don't turn out the sort of graduate they once did; that hard work never hurt anyone and if you do your best, you deserve A for effort; and that public libraries, adequately supported, are the last, best hope of salvation for the nation.

How does our average consultant spend her time? Field trips, including travel time, account for 32%; advisory work by correspondence, 14%; directing short-term demonstrations, 15%; conducting workshops and other in-service training, 11%; and developing printed aids, 10%. The other activities reported account for less than 10% each. That is a very interesting list, both for what is there and for some pretty obvious omissions. Although a consultant's unique function is to give advice, in practice she spends less than half her time in doing so, even if you add up the advisory correspondence and the field trips. If you assume that both the in-service training and directing demonstrations are ways of educating others, those two combine to make 26% of time used for teaching. Possibly this is another way of giving advice. Incidentally, the percentages do not add up to 100% because most consultants reported several activities, and the range of time varies enormously from person to person — in the case of field trips, from 1% to 95% for individuals (P. 28). What is missing, and a big omission it is, is time devoted to study and reading, to thinking and planning. I want to come back to this later on.

The major dissatisfactions with the job of being a consultant are lack of time to do what needs to be done, a feeling of impatience with the indifference and resistance shown by librarians and trustees in the field, and the physical hardships, each mentioned by roughly a third of the consultants. Inadequate professional and clerical supporting staff called forth 18% of the comments. Lack of money either for the agency or in salary was reported by a mere 5-6%, surprising when one considers the generally low salaries and meager budgets. I am struck by the agencies which distribute large amounts of money, keeping

so little to do the work. For instance, in 1965 Maryland paid out to public libraries $1.6 million, with support for the agency itself of $179,000, little more than 10%.

Mrs. Long's conclusions from her study, which may or may not be acceptable to you who are in the thick of being consultants, are worth considering for their implications for the future. Let me quote one paragraph:

> Because of a combination of factors, including their (the consultants') lack of specialized preparation for consulting work, relatively little of the work done by state library consultants is actually consulting. Rather than analyzing problems and suggesting solutions, rather than giving well-considered advice about how things should be done, they are simply doing them. Although this may be the surest way to accomplish immediate goals . . . it does not effect any real change in the present stage of library development and renders the local libraries increasingly dependent on the state library for help in technical matters, rather than teaching them to help themselves in these relatively simple routines and relieving consultants for work on a somewhat higher plane. (P. 79)

If you can agree at least for the next few minutes with this view of your work, let us turn to some of the factors which appear to require a change of emphasis. I mentioned earlier that 27% of the consultant positions were vacant at the time the study was made. While this may not be exactly true today, there can be no question that there is more work to be done than people to do it. One reason for this is pretty definite and hard to argue with. Remembering that the kinds of recruits we are looking for as consultants are nearing their forties with a minimum of 17 years of education and considerable experience, they must have been born during the '30's and early '40's when the birth rate was at its lowest. And because there are so few of them, people of that age are in great demand as teachers, scientists, social workers, laboratory technicians, and so on to take care of the tremendous population growth resulting from the much higher birth rates of the last twenty years and the steadily falling death rates. Even within the library profession the demand for school librarians and the growing enrollments in colleges have made fewer library-minded young people available for public libraries and hence fewer who can be drawn from that source to consulting.

From one point of view the development of systems of public libraries has created a further demand for skilled librarians. Let me illustrate that with some figures from Illinois, which I know better than some other states. Two years ago there were 512 public libraries in the state, exactly three of them serving populations of more than 100,000. Today, through the development of systems, there are 14, all with experienced professional librarians as directors, and all seeking more staff.

On the other hand, system development cannot help having another effect in the recruiting problems of state libraries: while the competition for the few people available grows fiercer, the systems must, it seems to me, take over some of the work heretofore done by the states. Giving advice to 500 libraries averaging 8,000 people per library, as the Illinois State Library has been doing, is an entirely different matter from advising 14 library systems serving over 100,000, which with four or five smaller systems practically cover the state. Where formerly the state consultant worked with librarians who knew little or nothing about libraries, she must now expect demands from people who can handle the easy questions themselves and turn to the state only for the hard ones.

As most of you know, the Public Library Association is in the midst of a study of library systems, a study being carried out by Nelson Associates. I

wish it were far enough along to permit my giving you the lowdown on systems; alas, that is not possible. One or two points are quite obvious, however, even before the findings are completed. For example, the library profession uses the word system in so many different ways that the Advisory Committee to the study, after a lot of effort, had to give up trying to agree on a concise, exact definition. Studying something you cannot define reminds me of the old story of the blind men and the elephant — one compared it to a barn door, another to a piece of rope.

Another quite obvious fact seems to be that systems are very complex organizations — getting money from a number of sources; buying services from member libraries or from other systems; sharing staff; cooperating with other systems in training courses for clerical and subprofessional personnel; and in general getting far away from the simple line and staff organization familiar to all of us. While we would all agree that a neat organization chart doesn't guarantee effective service, it is probably true that if the organization is so complex that you can't draw a chart, the resulting chaos may well reduce effectiveness.

Nor is complexity confined to working with other public libraries; the profession is increasingly thinking in terms of cooperation among all libraries. New York State has made considerable progress in its Three R's program, in which the reference and research resources of college and special libraries are being made available to Mr. Average User when he needs them, through a complicated series of state grants. The informal arrangements of the past, depending on the good will of all concerned, are quite evidently inadequate to meet the increasing educational attainments of the general public, or to cope with the vastly increased amount there is to know about this world and the people in it.

The question of the relationship of the college libraries, the public library systems, and the school libraries is still to be resolved. The recently completed study of New York systems included a user study of 30 libraries and systems, probably the most comprehensive examination of public library use yet made. While results naturally varied from library to library, it was evident that at least half the users were students at various levels, even though school and college libraries were at least as adequate (and possibly better) than in most other states. This, it seems to me, raises some very serious questions about the level of cooperation between types of libraries that has so far been achieved. Gentlemen's agreements are obviously not enough, nor are the meetings at which everybody talks about the importance of cooperation and then goes home and does just as he has always done. In fact, it sometimes occurs to me that talking about cooperation relieves all the guilty feelings and justifies everyone's determination to go his own way!

While service to the library user is getting more and more complicated, concern is growing about our obligations to the sector of our population which has never used libraries to amount to anything. What do we really know about the needs of that shadowy group we call the functionally illiterate, the undereducated, the ones who manage to steer clear of libraries of any sort? When I read recently that a certain midwestern city had experienced a minor riot, I recalled the very competent librarian in a nearby city who assured me not more than two years ago that the National Library Week program in that state could not be based on the War on Poverty because "we have no poor people." It just may be that the poor people themselves disagreed with her!

I would prefer to leave out all reference to automation, for I belong to a generation which finds it hard to understand, and harder to relate to the work of public libraries. We all know stories of computer-based processes, costing fabulous amounts, which did not work out in practice. But any new complex way of doing things must have its failures before it is perfected. I imagine the first librarians who tried to classify their books by the Dewey Decimal system often sighed for the good old days when life was simpler. It's probably true, too, that some libraries have tried to adapt to their own use systems planned for

other purposes — and keeping track of book loans may not really be quite so similar to making air line reservations as it looks. I have about come to the conclusion that machines talk another language from that of librarianship, and that we have to learn that language before they will obey us. I once met a charming cat who understood only French; even compliments like "What a beautiful pussy you are" went right over his head, but he always heard words like "*poisson*" and "*dîner.*" I find it eases my discomfort about machines to think of them as being a little like that *petit chat.*

So here we have the consultant, dedicated, helpful, accustomed to persuade rather than command, who has learned her trade by experience rather than formal academic training, no longer so young as she was. Her experience has been chiefly in advising about simple matters, and she is unhappy because time does not permit her to do more. She is one of a small group not likely to increase very much because other jobs in and out of libraries are calling to her contemporaries. She has lately been devoting most of her time and energy to creating systems of libraries, which once formed act like Aladdin's genie released from its lamp: they grow too complex to understand readily, they take staff she would like to have, and they undertake to answer the easy questions, turning to the consultant for information which she has had no more experience with than they have. She is annoyed because the librarians and trustees she works with do not catch her ideas readily, although she has contributed to their lack of understanding by doing things for them instead of teaching them how. She is frequently so pressed for time that she does what lies nearest without stopping to wonder whether it is the most important, and she is faced with working in a world unlike that in which she grew up, where the problems are new and the solutions seem far to seek.

The man who said, "I'm all for progress — it's change I don't like" was expressing a basic social fact. There seems to be no trauma associated with giving up an ice-box for an electric refrigerator or exchanging the radio newscast for the one on television. But social change, adopting new roles in our relations with people, exacts a real toll, particularly at a time when such changes are demanded at an unprecedented rate. In the conflict between our traditional governmental structure and the demands of library service provided by larger areas to meet the needs of people without regard for institutional distinctions between types of libraries, the state consultant occupies a key position — one of promoting a general recognition of the social existence of a larger community and of generating an enlargement of civic loyalty to encompass it.

Some of you may have seen the recent issue of the *Kaiser Aluminum News*, of all things, devoted to trends in education where this statement appears: "The goal of education must be to develop a society in which people can live more comfortably with change than with rigidity. In the coming world the capacity to face the new appropriately is more important than the ability to know and repeat the old." How is today's consultant — all of us here in this room — to face the new appropriately? My answer will be summed up in four words: analyzing, reading, teaching, coordinating.

Let's establish a frame of reference that goes something like this: you are one of a small group, you are an expert in a specialized skill not too many other people have, and the demands upon you will increase in depth and complexity. It follows, then, that your work will require the abilities to teach, to analyze, to read, and to coordinate. These may not be at all what you thought you were going to need when you took the job, but I believe they are being forced on you by the logic of events in our social climate.

Analysis is a part of the art of thinking, which comprises getting the facts, studying their inferences, and reaching conclusions. Too many people forget that second process of studying the *meaning* of the facts — and leave it to their subconscious minds, which fortunately do rather well at it, sometimes. We have all had the experience of worrying about a problem which seemed without a solution until suddenly a great light dawned and we knew the answer.

There are two difficulties with this process: first it requires time, and some of us load our conscious minds so full of daily duties that the time rarely comes. The second — perhaps it is not really a difficulty — is that the ability to analyze must be cultivated so that it works faster and performs on demand.

All right, you say, what shall we analyze? First, your own jobs, it seems to me. Three of the four major dissatisfactions you report are lack of time to do what needs to be done, lack of sufficient supporting staff, and the physical hardships. Remember, you are now thinking of yourselves as highly skilled and valuable people whose limited time should be used to the best advantage. A third of your time, say, is spent on field trips, probably the most physically taxing part of the work. Would it be an exaggeration to estimate that the travel time accounts for half of a field visit? If you do spend a sixth of your time driving around the state, is this in itself a professional activity for which one needs a degree from a library school? Every high school student does it, and far better than some consultants. From my own experience I would judge that the more highly qualified the consultant, the worse he drives — with some I say my prayers and spend the rest of the trip with my heart in my mouth! Well, you say, the work you do when you arrive is professional and you have to get there to do it. True, but if consultants are really as scarce and valuable a commodity as I think they are, would it not be more sensible to hire someone at a minimum salary to do the driving, while you nap or think about what you are going to say at the meeting or perhaps dictate your report to a tape recorder as you return? This seems to be an ideal job for some of the functionally illiterate about whom we are so concerned these days.

Writing letters of advice takes another big chunk of your time, but how many of you have even half a secretary to call your own? If a secretary were available whenever you wanted one, could you cut down on the number of field trips perhaps? How many consultants type their own letters and the reports they must make of what happened on field trips?

Most librarians suffer from the "depression syndrome" or perhaps we are still heeding dear Melville Dewey's warning never to cut the string on a package: always untie it and save it for a rainy day. We just don't think about making telephone calls in place of letters, although the business analysts tell us a well-typed letter costs an awful lot. Still less do we think of conference calls where at somewhat more expense we can talk to the librarian and one or two members of the board of a library simultaneously. Are we making full use of photoduplication of that fine article in the California state publication which just answers the question? How about facsimile transmission of whole pamphlets from the state library to the other end of the state where they are needed? These are some ways modern inventions could really be helpful, but we tend to "think poor."

What else demands analyzing? Can you analyze a research report done by someone else to judge its relevance to one of your own problems? Even harder is to analyze the methodology of research in relation to what the study says it was intended to do (does it really prove what the author says it does?) or in relation to a somewhat similar situation in your own territory, so that you could perform the same operation and come out with results that refute or confirm the conclusions of the study.

Do you occasionally cast a critical eye at "the way we've always done it?" There is no particular virtue in doing more efficiently what really shouldn't be done at all. I once took over a library which had not only a tight-bound accession book but an identical volume called "Withdrawals" in which each discard had to be listed as fully as it had been in the accession book, in long hand, of course. I'm glad to say that both laborious procedures are disappearing, but how much else that libraries do is really essential? An elderly Boston friend of mine once told me that when she was young, she thought if you couldn't get what you wanted in a certain store, God didn't mean you to have it. Both she and the store are long gone, but I venture to guess that God is not frowning on Boston ladies buying a little luxury now and then. Are we deluding ourselves

and those we advise into thinking that just because our library school taught us something, it is necessary to continue doing it lest we offend the Deity?

Mr. Dooley once made this salty comment on reading: "Readin', my friend, is talked about by all readin' people as though it was the only thing that makes a man betther thin his neighbors. But the truth is that readin' is the next thing this side iv goin' to bed fer restin' the mind . . . Believe me, Hinnissy, readin' is not thinkin'."

Most of us do a lot of the kind of reading that rests the mind, but we need to do a good deal of the other kind, which does come pretty close to thinking — or at least provokes thinking. As one who always has a five-foot shelf of absolutely imperative reading awaiting me, I am convinced that few of us do enough professional reading. Yet how are we to teach others if we are not aware of the thinking going on in our profession? There is an old saying that if you want to teach a dog tricks, you have to know more than the dog. I don't wish to refer to your clientele as dogs, but there's a lot of truth in that old saw. If we are to lead the librarians and trustees in our states to know and understand the latest thinking, we have to allow ourselves the necessary time to know what is going on.

As the libraries with which we work become increasingly urban or at least part of a metropolitan area, library publications alone will not be enough. There is an enormous literature on city-planning, studies of transportation, the sociology of urban living, and the like with which we need at least a nodding acquaintance. The subject of taxation, the problems created for cities by the middle class flight to the suburbs, and the increasing preponderance of the educationally disadvantaged in the inner city are or soon will be in our laps. I want to stress particularly the need for reading non-library publications for two reasons. One is that when the Long report asks the question: "Did you read any books and articles during the past year which had an impact on your work or on your thinking regarding it?" not one reply fell outside the "library literature" area. I would not feel so free to comment on that were it not that so many consultants mentioned the need for courses in political science, sociology, psychology, public administration, and the like in listing what they should have studied in college. Is it forever too late to inform oneself on subjects one missed in one's formal education? A major part of the public library's credo is that it exists to make such self-help possible. Shouldn't we practice what most of us preach?

My second reason for making a strong plea for related but non-library reading is the purely personal one that I have found it stimulating and valuable. I don't do nearly enough of it, but when I do, I find it supplies new slants on old questions, well worth the effort it sometimes requires.

This sort of reading ought not to be relegated to the end of the day, to weekends, or to odd snippets of time. It should be part of the daily work of each consultant, for it frequently supplies the facts for analysis and underlies our teaching function and that of coordination.

The next of my key words is teaching. It seems to me that if librarians in general and consultants in particular are going to meet the growing demands on us, we are going to have to teach a lot of people to help us. The good competent library school graduate, who starts his career in a quasi-professional position and gradually learns on the job what his interests and strengths are, is fast going the way of the general practitioner in medicine and the teacher who handles six grades in a one-room school. Complexity inevitably brings with it specialization and the more specialization, the wider grow the cracks between specialties which must be filled by less qualified people.

One member of the Public Library Association protested the inclusion of a subprofessional grade in *Minimum Standards for Public Library Systems* by saying "You know what really happens? We can't find a library school graduate for the job, and so we fill it with a college graduate. But let's not admit that it's a subprofessional job." I'd be willing to bet that three-quarters of that job was not only subprofessional but actually clerical in nature, but we seem

to think it takes too much time to figure out a way to use the few professionals on fully professional work, and get a bevy of clerks to do the rest!

In-service training is too often regarded as something for the totally untrained. I predict that in the future there will be an understanding that we all need in-service training year in and year out — and who but the state library can provide a goodly share of it? Think of the good reference librarians you have known who made an awful mess of being head librarians because no one ever taught them the rudiments of administration or even told them it was a skill to be learned just as answering questions is. Think of the people we snobbishly call untrained librarians who are running far better library programs than some of the trained people we can think of. Why should we not see to it that ways are found to turn their genuine intuitive understanding of what a library is all about to the running of some of our larger libraries which are so far below what they should be?

One undeniable advantage of the generalist librarian in his flexibility; he may not be able to do anything superlatively well, but he can pinch-hit in almost any spot. The use of people who know only part of the job inevitably means a loss of flexibility. No doubt one of the reasons that Henry Ford invented the assembly line was his inability to find mechanics competent to build a car from start to finish, but people without much mechanical ability can learn very quickly to put in a half a dozen bolts and tighten them up. Of course training dozens of people is required to accomplish what conceivably might be done by one highly skilled mechanic, but in this respect, we and Mr. Ford are in the same fix: the skilled people aren't available.

The largest pool of available people today is the undereducated, of which we have an overabundance in this country. No amount of training will make "librarians" of them, but they could be taught to take burdens off the shoulders of the more highly educated. That will involve two kinds of teaching: teaching librarians to break the jobs down into suitable small tasks and then teaching those small tasks to the people who can do them.

Possibly one of the reasons librarians have been reluctant to take this step is that we have thought of it as a one-to-one relationship, one librarian replaced by one less-qualified person. That's a little like the old recipe for rabbit stew, "Take one horse and one rabbit." It will take several rabbits to equal one horse. It may even mean combining simple jobs for all the libraries in a town or an area to make one full time job. Is there any reason (except that we have always done it) why the public library and each school library should all take time to count circulation every day? Couldn't all the book mending be done by one person for several libraries, and be done better and just as fast as each does it?

This brings me to the last of my functions for the consultant, that of coordination. Any such training program as the one I've been talking about will take tremendous amounts of coordination to be got rolling and be kept going. Moreover, as librarians become more sophisticated, they will naturally be less concerned about "how we do it good" and more eager to know what other libraries have tried successfully. As these questions come to the state consultants, wide reading in the literature of librarianship will become more urgent, not to mention depth analysis of programs in other states to make sure they will fit the conditions in your state — or can be made to fit.

Another coordinating responsibility, not new but increasingly vital, will be to bring the stragglers in your flock up to quality performance. In every state, I suppose, there are good libraries cheek to jowl with miserable ones, school libraries outstanding because the public library is stagnant, community colleges with niggardly libraries, depending on the ingenuity of their students to find the necessary books. If we are to reach the goals set by the whole gamut of ALA standards, all libraries must achieve a similar level of quality, not so much because the standards say so as because one of the responsibilities of using public money is to see that none of it is wasted by poor service to the people who pay the bills.

For another aspect of coordination I quote some words of Walter Kaiser in the 1966 Annual Report of the Wayne County (Mich.) Federated Library System.

> The interlocking and interdependent relationships of local, system, state and federal levels are now apparent. Efficiency, performance and support must be of a high level if excellence is to be pursued, although goals are never completely achieved — but are changing, illusive, beckoning. The (state library) is to be commended for its program and the vigor and judgment with which it is developed. However, the state should continually review its programs, as systems must review theirs, so that its programs do not overlap, discourage, diminish, or compete with proper systems programs lest the local systems be deprived of meaningful functions and their just share of funds. The thorny problems of optimum size of a system and establishing the equitable equalization factors will never disappear, but must be kept manageable and tolerable by surveillance and appropriate decision if state and local relations are to improve library services most effectively.

The basic questions of what a library is to do *for* and *to* a community, whether a society like ours can afford to let libraries be as poor as the leaders of some communities would willingly allow, how the real effectiveness of library service can be measured — all these are your problems. They are yours because you have the statutory authority and because no one else can assume the heavy burden of coordinating, teaching, wide reading, and analysis that will be required. It is a heavy burden for which none of us feels remotely qualified; we can only do our best, fixing our eyes on the far distant goal of the best library service for every citizen.

You may remember Carl Sandburg's *Rootabaga Stories* in which one of the characters sells everything he has, "pigs, pastures, pepper pickers, pitchforks" to buy a "long, slick, yellow leather slab ticket with a blue splanch across it" to take him and his familty "to where the railroad tracks run off into the blue sky and forty ways farther yet." The excess baggage of old rules must be left behind on your journey, and the railroad tracks of tradition will not go far enough unless you follow them forty ways beyond the horizon. If you travel in the right directions, at least you will win an A for effort; at best yours will be a contribution to the whole society of which we are a part.

SECOND SESSION

The second session was held at 2:30 in the afternoon. The program was under the direction of a reactor panel consisting of Jewel Drickamer, Chairman; Elizabeth Kingseed, New Hampshire; and Mary E. Dudman, Maine. After the discussion by the panel the program was opened to general discussion from the floor. Excerpts of the program are shown here:

Miss Drickamer: I am glad to see quite a few people I have not known before from consultant work in New England. I do see a lot of old friends and I think when I look at some of you who were doing consultant work before I came into state work that it's a bit presumptuous of me to think that I could even lead you in a discussion. Perhaps we can end up just giving each other good ideas. I think perhaps that the keynote of this conference would be to be relaxed but be decisive. I think it's important to firm up some things that will stay with us. We might announce that this is a totally unrehearsed thing that we are doing here. Our method is for each of us to give a few remarks on Miss Ferguson's talk and then open it up for discussion for all of you. From her opening salvo I had an idea that Eleanor was going to make us mad. I can think of some things she might have said that probably would have been provoking but not thought-provoking. Maybe she said them but so politely and gently that we didn't hear them. I think she probably might have told us that the public library world at least is slowly moving into the 1930's, instead of the 1970's and we are not doing much to either push or pull it. Or she might have told us that most consultants are either old bags about my age who tell others what they learned 20 years ago or new wet-behind-the-ears chaps and lasses who have nothing to tell us but tell it anyway, and probably some of these things would have been true. I rather take violent issue with her when she says that we are not a growing group. I think that just the faces here show that we are expanding and certainly our own agency has gone to town that way. Miss Myer started with herself and Mrs. Mary Blair, who has gone to Illinois, and now there are twelve professionals on our staff. I think that perhaps that 27% vacancy is because we are still growing and not because we are not getting good people into the work. You have some comments to make, Lib?

Elizabeth Kingseed: I want to re-enforce something that Eleanor said which I think is very important, and that is the fact that we don't read enough of materials originating outside the library. If we have time to read, we read the materials from library literature. We don't read the town reports and we don't read the other reports that are made available to us. I think it is very important for us to make time to do this and see that other people on our staff do it, too.

Mary Dudman: I was reminded of some of the things I heard at ALA where Miss Ferguson talked about the importance of librarians being knowledgeable in many fields. She mentioned taxation and urban problems and I am wondering if a librarian can be knowledgeable in so many different fields. Is this possible or would it be better if consultants were brought in from these various fields to aid the librarian?

Jewel Drickamer: The specialist must be called in on many occasions, but I think by the same token that we still have to make ourselves familiar with and acquaint ourselves with many of these matters that are outside the field of library literature. Consultants frequently advise on building programs. I am wondering if they can really learn enough to give advice of this kind. Would it be better for the consultant to draw upon someone who is very conversant with building problems? What do you think of this matter of time in general?

Elizabeth Kingseed: I think we try, but I believe that many of us are pressed with so many things that we just put first things first. We don't see the woods for the trees.

Jewel Drickamer: I am very impatient with any statement that says

we lack time. I am disappointed in Marie Long's book where so many of the consultants pointed out that they didn't have time. I was brought up on a whole lot of sayings such as "laziness makes work." I don't always abide by it, but I think it is true. I also have a feeling that if you cannot do the job in the time given to you, one of two things is wrong: either there is something wrong with the job or there is something wrong with you. Perhaps you can change it by analysis and consultation. If you can't, this isn't the place for you. I do feel that you can organize work, that you can find priorities, and that you can do it instead of dreading it, which I think is about 90% of our trouble sometimes. But maybe everyone doesn't feel that way about it.

Mary Dudman: I have a feeling that many state agencies take on too many projects and are consequently unable to give enough time to any one or to undertake sufficient analysis. Sometimes I believe that if we'd concentrate on fewer and devote more time to these projects, maybe everybody would be better off. But sometimes we have no choice. Sometimes we can't say no, and sometimes they are thrust upon us. For example, a new federal title comes into existence and you are faced with it. We have no choice.

Jewel Drickamer: Exactly! You have to act at once. Again, with organization and priority you can do something useful about it. I think that there is another aspect about analyzing our jobs that has something to do with the time factor. Elizabeth, you had a good comment.

Elizabeth Kingseed: There is the matter of hand-holding. How much time do we give to one particular job, how much do we have to pitch in and help carry a project along? I think that in Massachusetts they have gone a long way toward regionalization and maybe they have sloughed off some of this hand-holding in systems. I presume they have excellent, concerted, continuing programs to train the people in these systems to be as bright and wonderful as they are. But most of us still have a good deal of individual work in individual places. This does take, as Eleanor pointed out, a careful analysis of the job to be done. I think though that consultants in general do less *doing* and more advising, directing, teaching, and training than they used to. Now you may want to argue with me about that, but I believe it has moved that way and maybe we need to move further in that direction.

Jewel Drickamer: May I comment on that? I have a feeling that perhaps consultants respond to the role that librarians and trustees feel they should be playing because the need is so great. Many librarians and trustees know so little about what they should know that consultants feel they have to come in and bridge this gap. Consequently they are getting involved in doing the things that Miss Ferguson says that we shouldn't be doing. There is such a knowledge gap and perhaps to reverse this role the consultant should not be responding but should be leading. The librarian and trustees will have to respond to that leadership. And what about the things that Eleanor said about planning? They rather struck home to me. I think this is part of the work and that sometimes it is less important to answer the phone when Mr. X calls for the seventeenth time because he doesn't have a director for his library when he is offering 5000 dollars a year and more important to put time on the planning aspect of things so this kind of call doesn't happen at all. This is a lot harder and takes a lot more "think" work.

Mary Dudman: I think we are all moving toward doing more planning and less one-shot situational responses and this is a healthy thing. For example, working out ways that a state can compel multiple small libraries to work together rather than telling each small one what it can do better. Maybe Eleanor herself would like to start by responding to some of our responses.

Eleanor Ferguson: I think I have just about had my say. I do think too many of us are working too hard on almost hopeless situations. You spend a lot of time in building up a library in a community of three or four thousand people, and even if they have perfect library service, how much difference does it make in the state at large? I realize that when the telephone rings, it is pretty hard to say, "I can't talk to so and so." It is a difficult job and I cer-

tainly don't want to give the impression that I think it is easy. I have practically speaking given up planning my own work because we are so at the mercy of the long distance telephone. I am not sure A exander Graham Bell doesn't have a lot to apologize to all of us for. After you build up a report, you don't like to give it up, but again I think we can delegate and pass along and train and help others to take some of this.

(There followed an informal and lively general discussion from the floor, in part as follows:)

"I think hand-holding is difficult and very bad in our work. An even worse expression is patting and holding . . . In many libraries we receive a great amount of professional literature. In many instances there is a fight with the cataloger to see who gets it first; once she gets her mits on it, you can never get it out of her hands. We really don't read much on survey studies or reports of performance in other states. If we did, we would not be guilty of duplicating errors made in other states."

"In many instances we have gotten bogged down in programs where the state library really has no role. We get so bogged down in the state's role that we forget that we have to build some strengths."

"If the Legislature has given you half of what you asked for to set up a program, what do you do about it? Do you prorate the money or do you set up half as many good programs, really fully funded? This is a problem that comes up frequently. You ask for 100,000 dollars and the legislature gives you 60,000. You can't divide it up the way you planned and perhaps no one gets enough to do anything really. Perhaps it might be better if you put your 60,000 dollars into places where it would be most likely to present a good demonstration. What is the political feasibility of that sort of thing?"

"In many cases just to be politically astute you have to take what is offered and divide it up in such a way that we keep the political climate happy so that we have a chance to get more money."

"Let's have one big moan about federal funding right now and get it over with. It comes late, you don't know what it is, and you are planning your next budget before you have this year's. You convince your legislature that authorized funds will be voted and you will get matching monies and they are horrified that you don't have what you said you would have to work with. It is a terrific planning problem."

"One rule of thumb which we have used might work all the time. We have said on-going programs will be honored and continued at the expense of new things to some degree. We don't always like this, but rather than do a new thing poorly we have said we won't do it until we get the right money for it."

"Probably if we did more coordinating, there would be more understanding. Everybody would become more involved and see what the problems might be if you had to make choices and do something professionally sound but politically unsound."

"Title III for cooperation between different types of libraries seems a step forward. Certainly the state agencies are involved in it and it will be very interesting to see what develops. The very professional strengths of cooperating are going to help us all. There are too few really excellent professionals in any state."

"The major trend is going to be for major representation of the larger cities in our legislature. It is only the larger libraries that have the resources to staff them, otherwise they couldn't possibly cooperate with other libraries to extend their services. You can't keep feeding back tiddlywink funds to each little library and expect them to have a progressive level of development."

"We've got to build some strength and if the strength is to be a library with a collection of only 10,000 books, they may be strong in art whereas another library may be strong in science. That is the way you build up a cooperative venture. Numerically speaking, these collections are meaningless if there isn't quality in them."

"When do we in New England state libraries start talking about New England regional libraries? Certainly this whole business of information on computers makes this kind of thing very feasible. Why don't we talk about what is going to come in the next ten years instead of going back to where libraries have not provided the services they could have and have left a vacuum which the state does not take over. There is probably a middle point, but we have to start from somewhere."

(The last half hour of the afternoon's discussion consisted of comments and questions posed in the hope that a later meeting of the workshop would provide answers:)

"How can we make the local librarian understand that she can become efficient in the skills necessary for administering the library?"

"How far do we go in rejecting outmoded practices, or foolish methods, or hopeless personnel? The 64 dollar question is, how honest can one be and survive? Our life and living depend upon public support. We have to be conscious of this in consultant work at every level. Should you kick this in the teeth to be professional or to be right?"

"This is something that we face every day. You can't take strides forward and haul too much baggage with you. You are going to be held back if you spend time with the hopeless cases."

"What is involved in leadership? Is it the library, the trustees, or a city organization that is the point of attack in making a change? Change is what we are talking about. I can see that one way is to go out and lead and still not coerce, but I find that in my particular kind of work there is another way. It takes longer and takes more patience, but it gets people to help themselves. How do we get people to help themselves? We should say, 'We can meet this goal together,' rather than, 'This is the goal; meet it or leave!' We need to build leadership, and it is a much more satisfying job if we can see other people grow as well as ourselves."

"I have often wondered why in a public library where a particularly good job is being done — say, working with economically deprived groups or with some new media — this service program can't be brought to the attention of more people within the state by means of some kind of demonstration. The people in the small towns who come to the demonstration will say 'This is wonderful. Is there some way that we can get it?' "

"Miss Ferguson mentioned some of the problems of consultants: the dual roles that they have to play, our changing world, rapid communication, and giving service to the underprivileged. Are these not problems that all librarians face? Don't all librarians have to learn to be ready to understand our rapidly changing concepts?"

THIRD SESSION

The evening of the first day of the conference was devoted to a dinner held in the America Cup Room of the Student Union on the campus. The registrants responded enthusiastically to the efforts of the planning committee to make this a relaxing and social occasion. Professor John Stitely, Director of the University's Bureau of Government Research, was guest of honor.

After the main meal Professor Stitely talked briefly and effectively to the conference members, pointing out that librarians must learn to plan and work with state and federal supplementary funding of services in cooperative systems. He made it obvious that this planning should be based on a clear understanding of historical and political backgrounds of all our social institutions. The rapport he established with the group and their evident response to a point of view from another area of service demonstrated the great need for this kind of exchange of ideas.

After Professor Stitely's remarks the group moved from the tables and dessert was served, buffet style, to allow for informality and interchange of conversation. This was a highly popular arrangement and the registrants took immediate advantage of the opportunity to move about, introduce friends across state borders, talk with Professor Stitely, and become involved in spirited conversation and argument. The feeling of friendliness and goodwill that developed formed a basis of attitude that lasted throughout the workshop.

FOURTH SESSION

WORK SESSION I

Miss Jewel Drickamer, Deputy Director of the Department of State Library Services of Rhode Island, was the chairman of the first work session of the Workshop, *Recognizing Common Problems.** Case studies of typical situations in which state consultants become involved provided the theme of the session introduced by Miss Drickamer with the following remarks.

A "consultant" at the state level must often double in brass. There is no doubt that in the course of your work you may be asked to do other than "consult." Some examples of fields in which you may be required to produce are: surveys, budgets, job analyses, speeches, booklists, exhibits, programs, writing, and supervision of staff.

You will be asked to do these things for two reasons: 1) Sheer lack of trained manpower and the need to use every talent at the state level to the utmost. 2) The need to develop yourself as a growing, increasingly competent person to perform at progressively higher levels in this important type of library work.

In the course of this series of meetings there may be time to discuss and to ask about and to learn something of all of these facets of the work. This morning, however, I have been asked to set the scene for the fascinating but narrower level of actual consultant work. The case studies you will be dealing with are strictly consultant in nature.

One of the hardest things about consultant work, for one who is new to it, is the fact that you seldom act directly. Of course in the event that you are doing administrative work, you do have plenty of direct action, and it is also true that you are often called upon to make decisions, and hard ones. But the fact remains that your chief accomplishments are for the most part done through others. On the simplest level, for example, it is often far, far easier to go into a small library which needs weeding and pull the books off the shelves yourself, easier than explaining, teaching, and sometimes cajoling a librarian so-called to do the work. With the more difficult questions, it is even more important that the answers be sought from the people in the field and not handed down from on high by YOU. If you can do the job of setting the framework so well that the librarian, or the board, or the town fathers OUT THERE come to a reasonable and professionally sound conclusion *themselves*, then you have done the soundest piece of consultant work.

I can't speak for your state, but in Rhode Island the key word is *flexibility*. This is meant in every sense of the word. In fact we jokingly say that Miss Myer will not hire anyone whose middle initial isn't "F" for flexible.

This relates to your ability as a *consultant* to adapt yourself to your audience, that is, the single person on the phone, the several who come in to the office, and/or the meeting to which you may be called. You must never be overwhelming, you must never be condescending, and you must never be intimidated.

I know of one consultant in whose path I later followed and of whom I heard over and over again: "When Miss K. came we just closed our ears after awhile. She poured out so much information and was so high powered that we never felt we related to what she was saying. She really gave us very little help." Another person I knew of compensated for her own insecurity by sounding terribly supercilious and literally gave the feeling that she was looking down her nose at the people who asked for help. It didn't help.

And I saw a fairly distinguished man in the field literally crawl and drool before wealth and social position. His attitude made impossible an objective, professional judgment or presentation.

Without any of these wrong attitudes, a consultant must still very quickly

---

* Original case studies by Jewel Drickamer.

take the measure of his constituents. He must make an accurate estimate of the state of sophistication, education, background, and library knowledge of the person or audience with whom he is dealing. And he must adapt to this if he is to achieve success in consultant work.

One further comment. Don't ever brush off a request because it seems unimportant. I have found innumerable times that a simple request for help in classifying a few juvenile books or a single phone call about a minimum wage for student help has been the opening wedge that led to real rapport and a chance for the state agency to make itself felt in a solid way to help a library progress. More often than not, any request for help, if answered patiently and intelligently, leads on to further good inquiries. There is no substitute for confidence built up in the field by a succession of pleasant, friendly, sound, professional contacts.

In the case studies with which you will work you will find real diversity represented. It goes without saying that it will be by telephone, by letter, or in person; that it will be in your own office; it will be in libraries out in the field, and it will be in other than libraries — in educators' offices, in town halls, in cocktail lounges, and in librarians' parlors.

One final word before you dig in. A key characteristic of a good consultant is discretion. I can speak feelingly about this, since it is a trait at which I have to work. Many items of information will come your way in the course of assisting with a library problem. You find out that a librarian is a drunk, that a mayor is senile, that pilfering has been done with petty cash. Or you may learn a host of less dismaying items which still are pejorative when bandied about or passed along. Within any agency there has to be complete loyalty, complete confidence, and complete trust. Consultants must be mature and discreet.

This is all a big order, but you would not have chosen this work if you had not wanted to grow personally or to bring about progress on a bigger scale. Knowing so many of you, I think perhaps this has all been carrying coals to Newcastle, but at least it has been said. Enjoy the problems set before you.

We'll all return here in one hour to report on your conclusions.

* * * * *

Following these opening remarks the participants were divided into three groups each to work independently on two of the case studies presented below. Chairmen of the groups were as follows:

Group I — Rachel Sanborn (New Hampshire),
Group II — James Healey (Rhode Island), and
Group III — Marcia Barell (Maine).

CASE STUDY No. I

The town of Drillsville has enough libraries. It just does not have enough good libraries. There are two independent and unrelated public libraries. The Mervin Public Library is in Mervin, which at one time was a separate village within the borders of the New England town of Drillsville. This library has 14,000 volumes housed in an old stone building which was once a mill building and was made into a library in 1937. The Onaquanet Library is on the opposite edge of Drillsville and houses some 8,000 volumes in a wooden frame building which was once a one-room school. Drillsville has a population of 14,600 with a shopping center at either end of the town.

There is a new high school in the center of the town with a very new, quite inadequate, but growing library for grades 9-12. There are three elementary schools with embryo libraries in various stages of development. There is a parochial elementary school on the Onaquanet side of town with no school library.

Mr. Charles Thatcher, the Superintendent of Schools, is a good educator. He is also library-minded. This is, as often is the case, because his wife is a librarian, now working at a private school library in a city twenty miles away.

In any event, he knows enough about libraries to realize that Drillsville is not being well served. His first move was to try to set his own house in order. He has honored the principal's request for a full-time clerk in the high school library. He has also placed in his upcoming school budget a salary for a second full-time elementary school librarian, who will assist the present professional person to man the three new libraries at that level.

In the course of his concern with these library matters, he met for lunch with Nelson Paget, the town administrator. He happened to mention his plans for school library development and this caught Mr. Paget's interest. Mr. Paget had, as behooves a good administrator, been interested in total town development and had looked into the obtaining of federal funds for planning. A new town hall is a first priority and a bond issue for this is to go before the voters at the next appropriate date.

Mr. Paget, in the interest of getting re-elected, as well as striving for good administration, is concerned with saving money for Drillsville. It occurred to him that the site of the town hall was to be very near the site of the high school. It seemed to him that costs of library service were certainly on the rise. He at once proposed to Mr. Thatcher that a wing of the town hall be expanded. that it serve as a public library, and indeed that it serve as a high school library with one staff for both.

Mr. Thatcher realized at once that he had got into a situation that might be difficult. He felt that he did not know enough about the reasonableness of such a proposal to answer fully and so he made murmurs of interest to Paget and fled back to his high school librarian for assistance. Miss Keene at once saw the prospects of something which could be quite bad and yet of something, which, in the light of the rather poor libraries, needed careful exploration. At her suggestion, Mr. Thatcher called each of the public librarians and asked them to meet with him and Miss Keene, and with two state consultants, Mr. Arthur Johnson, assistant head of the state library agency, who was handling public library construction, and Mrs. Martha Cagill, School Library Consultant in the State Department of Education.

How would you handle such a dual consultant role as the public library person, as the school library person? Should a question like this be handled in concert? Or should the full responsibility be given to one or the other?

Is a library housed with another unit likely to have a successful history? Is there any proof that substantial savings have been made where library operations were combined? What are the factors that call for differences in the operation of school library and a public library?

CASE STUDY No. II

Miss Ortha Hallett is a Consultant for Children's Services in the State Library. Outside of the fact that she has suffered with the name Ortha over the years (but realizes that children's librarians are apt to be Brunhildas and Paulamaes and Phronsies) she is perfectly normal. She has only one sticking point; it is when well-meaning ladies consider a poor reading of a picture book to a motley group of children a "story hour." She is 33.

One June morning recently she was invited to visit the Harkins Memorial Library in Weddington to discuss improving services to children with the librarian and the Committee of the Library Board, which was delving into improved library serves generally. She was delighted with the opportunity and very much pleased that children's work was being considered.

The Harkins Memorial Library serves a town of 22,000 people. A wing was added to the original Carnegie building in 1958 and the first floor level of this wing is a most attractive children's room. It was repainted a light yellow in 1965, and the furniture is of good quality. Miss Hilda Dawson, the librarian, went through the training class at a large Massachusetts library in the 1920's and is a reasonably efficient administrator, but work with children has never seemed as important to her as work with adults. As a result (and in addition to

the low salary always stipulated by the Board), the library has never had a really trained children's librarian.

A further consequence has been that the amount of money for children's books in the budget has never been even a proper proportion of the rather limited total book budget. The juvenile collection is somewhat shabby, somewhat out of date, and not nearly large enough. At present, a pretty, not very knowledgeable but very willing Mrs. Kane is assigned to the Children's Room. She has welcomed the Board Committee's interest in children's work but has not the slightest idea of what might be improved or changed. She is 46 and has no children.

Miss Hallet is led directly to the Children's Room when she reaches the library. There she finds Mrs. Kane, Miss Dawson, and three women, all of them over sixty, who comprise the Committee. Mrs. Bowen is a retired school principal who is intelligent, lively, and very evidently the leader; Mrs. Marx is a housewife who thinks the library is so nice because it keeps children off the streets; Miss Thorn is a henna-haired ex-radio actress who adores children. All of these factors became clear to Miss Hallett in the first moments of discussion, since she is perceptive and able to draw people out.

A brief inspection of the book collection was made and Miss Hallett's suggestions were accepted gratefully, although Miss Dawson was a bit doubtful about the budget possibilities. Further suggestions were made in regard to the juvenile reference collection and eagerly picked up by Mrs. Kane, backed by Mrs. Bowen. Then Miss Hallett brought up the matter of program and activities for children in the library since Mrs. Kane said she felt more users might be attracted. Specifically, Miss Hallett asked about a story hour.

"Oh, I do the story hours," said Miss Thorn at once. "We have them all ages every Saturday and I read to them."

In answer to questions it was elicited that some 7 to 10 children came, that they ranged in age from 2 to 10, that they were not terribly well-behaved, but that Miss Thorn enjoyed this activity very much.

When Miss Hallett commented on the time it took to prepare for story hours, Miss Thorn said, "Oh, it doesn't take me any time at all. I have learned to read upside down." And she demonstrated.

Miss Dawson said the mothers appreciated it very much, Mrs. Kane looked distressed, and Mrs. Marx commented that her grandchildren did not always understand Miss Thorn's words but she guessed that it was because of "Miss Thorn's lovely radio accent." Mrs. Bowen snorted and said her grandson refused to attend.

How would you have handled this? Is the subject of a story hour important enough to risk a rapport somewhat built up? How far do you carry professionalism in a situation far from ready for it?

When you face what seems to be opposing camps, how do you proceed? Do the ideas of a "head librarian" take precedence over those of a subordinate? Or over sound professional ideas?

CASE STUDY No. III

Endham is a town of 3,600 people. Its public library is one of the oldest in the state. In fact, among the old books on its crowded shelves are some that date back to the eighteenth century and some that the nearby university actually covets. However, its shelves are also laden with THE MOTOR GIRLS OF 1905 and NEW THINGS IN ELECTRICITY, 1916.

Mrs. Snare, the Chairman of the Library Board, is a former state representative from Endham who has become friendly with the professional staff of the state library agency. She admires their work on a statewide level but does not relate it in the slightest to the running of the small library of which she is Chairman. Her frequent visits to the state agency have resulted in young Mr. Glinborn's knowing her quite well as she has been "passed on to him" on many

a day when the head of the agency could not spend time with Mrs. Snare. Mrs. Snare is a handsome woman, very personable, and usually flattering, but Mr. Glinborn sighs when she is announced.

Mrs. Snare is a working chairman. She has been known to scrub out the library lavatory herself since false pride is not one of her qualities. She does have real pride in the fact that in 1959 she succeeded in getting running water put into the library, cold but running. She is a strong supporter of the present librarian.

The librarian, Mrs. Holton, is 67 years old. She has several claims to fame. Her father sheltered the last Nipmuck Indian in the area and sold the old Indian baskets for her when Marian Holton was a child. Mrs. Holton's husband was town clerk for 47 years. When she first took the library position in 1927, she successfully resisted an effort of the then Board to sell some of the library's books to Dartmouth, which had made an offer for them through an interested professor who was a summer resident. She had worked in the library faithfully three days a week for the 24 years when the only heat had been a wood-burning stove. She did not read books, although she claimed to be fond of the works of Kathleen Norris and Emilie Loring.

On a Monday in May when Mr. Glinborn had not had the foresight to have a martini for lunch, Mrs. Snare was announced at 2:30 p.m. She was very complimentary about a report he had recently written on school-public library cooperation and she mentioned various members of the Education Committee whom the House had recently appointed. Her interest in education was well known and she made it clear that her influence was still heavy among these legislators.

At long last she came to the point of her visit. Some citizens of the town of Endham, new citizens to be sure, had written a letter to the Board suggesting that Mrs. Holton be retired. It seemed that their immediate reason was that Mrs. Holton's sight was failing and that she could no longer really perform even such duties as she set herself, but there was also an implication in the letter that Endham had, for quite a while, needed a new librarian who was more aware of new library trends and who would better help particularly the children and young people of the community.

Mrs. Snare was very much incensed. Neither the town of Endham nor the Library Association had ever provided for a pension for Mrs. Holton and the amount of money she was receiving from her husband's payments was less than $100 a month. The $90 a month she was receiving as librarian ($1.50 an hour for some 15 hours a week) made the difference in her living even modestly. It was true that Mrs. Holton's sight was failing, but, said Mrs. Snare, "most of the old and regular library users could help themselves and even knew the shelf under her desk where she kept the new books particularly for them."

Some time ago there had been an attempt to get a younger woman into the library as a "children's librarian," but this distasteful younger woman had wanted to throw out all the good old series they had, and has been dismissed. Mrs. Holton's sister-in-law helped out when illness struck, and while she did not like children and thus caused some problems, she always got the overdues up to date during such periods, a job Mrs. Holton did neglect because of her general kindness. Mrs. Snare demanded to know what she could do to support Mrs. Holton's tenure and defend her right to continue in her position.

How would you have replied to Mrs. Snare? Do you feel that the town of Endham did owe any consideration to Mrs. Holton? Was this the responsibility of the town or of the Library Association or of the Board which ran the Association?

Do you feel that new citizens had a right to complain about a long-time public servant? What kind of personnel policy would you recommend to Mrs. Snare? Do you know the status of an "Association Library" serving as a public library in regard to F.I.C.A. payments?

CASE STUDY No. IV

On Thursday morning, May 25th, the Mayor of Windermere threw a bombshell in the lap of Thomas Marsh, the librarian. Mayor Panatella had never displayed much interest in the library. In fact, in the time of Mr. Marsh's predecessor the Mayor had suggested that the public library be done away with as such and that a wing of the high school being built house what would be a combined public-school library. This suggestion had been fought down, although the library was housed in a yellow brick, many-turreted horror built in 1887 and bursting at the seams.

This May morning the Mayor came in person to see the Librarian. His arrival caused a bit of apprehension in Thomas Marsh since the Mayor had come to the library only once before during Marsh's seven month tenure and that was when the American Legion had given the library a new flag.

Windermere is a city of 35,000 people. The Gem Silverware Company is its biggest industry, but it has a smattering of new electronics and service industries. There is also a community college to give it interest and an Arboretum given by Alicia Perkins Garvey, the mother of Hamilton Garvey, the elderly head of the silverware company. The population is one-third old Yankee, one-third Italian, and the rest a mix of Irish, French-Canadian, Polish, and other ethnic backgrounds. The reading public is average, special interests being represented by some of the faculty at the college and by the Alicia Garvey Reading Society, which dates from 1885, two years before the present library building. New highways by-passed the city, but there was still a "downtown" area with a Main Street of stores and a green. The city took pride in the center and was keeping it up.

Tom Marsh had graduated from an accredited library school three years earlier and had been Assistant Librarian in a small city in New Jersey for two and a half years before assuming his present position. He had had a stint in the Army and had taught in a boys' school for two years before he took his library degree and he presented an intelligent, diplomatic, forceful appearance to the Mayor, who couldn't have cared less that Tom's undergraduate major had been political science and that Tom's chief hobby was ham radio.

"Look here," the Mayor had said after the minimum of greeting. They were seated in Tom's cramped office. "I've got you a new library. Harry Garvey says he'll put up $600,000 if the town will put up $200,000 and I'll put it through the Council at the budget meeting next month."

Mr. Marsh was nonplussed. The state agency had been offering grants of 25% of construction projects which met qualifications and the city government of Windermere had shown no interest. He realized that this was a much better offer, but he was still surprised. Then the Mayor pulled the pin on the bomb.

"I told Harry we'd be glad to call it the Alicia Perkins Garvey Library and that the middle of the Arboretum was a fine site. No kids getting hurt crossing roads, no noise, nice little road in."

Mr. Marsh made some noncommittal remarks which made the Mayor feel Tom was something of a cold fish and ungrateful. The Mayor left. Mr. Marsh needed time. An hour later he was on the phone to the state library.

What would you advise Mr. Marsh to do? Should he have presented his objections to the Mayor at once when he was unprepared to back them? Should he have waited until he had a chance to present the problem to his Board?

Is site all important in library construction? There no doubt could be better parking in the park than downtown. How much of a factor is this? Where could you find materials to help Mr. Marsh take a firm stand against a poor site?

CASE STUDY No. V

Miss Aileen Morro, the director of a state regional library center, was making a visit to the Arthur J. Burrows Library in East Northrup. She had come by invitation and the problem she was to solve, according to the letter

inviting her, was the utilization of added space in the form of a room which had been added to the main floor of the library. The librarian was of the opinion that the new space, which held shelving for some 6,000 volumes of fiction, was ideal for the fiction collection, but the library board wished to have the fiction remain in the old part in the front and such parts of the non-fiction as could fit (which now numbered 10,500 and so would have to be divided) be placed in the new addition. It was a rather routine sort of problem and, as it turned out, was easily resolved in favor of the fiction. Mrs. Lees, the librarian, was very much pleased.

Mrs. Lees, in her fifties, was a solid citizen, not well read but doing a fair job of book selection, according to library tools. She had two years of college before she married and faithfully attended in-service training meetings at the regional center. She had lived in East Northrup all her life and her weakest point perhaps was that she knew the power structure so well and was so limited in her thinking that she was apt to be intimidated by anyone who, in her own phrase, "*was* someone" in this town of 7,500.

As she chatted, Miss Morro glanced at the large table in the reference area which held some of the current periodicals. She was surprised to note two magazines published in Moscow displayed in the front row. A further glance showed also a newsletter from a crackpot peace organization in Canada which she had happened to become familiar with after another librarian in the area had asked her opinion about it when he received it in the mail. As she moved around the table, her eyes caught on the shelf beyond another publication that was a product of the Bertrand Russell camp of opinion and several books from this same background. Although she had kept on speaking to Mrs. Lees about the fiction arrangement for the next room, it was obvious that her attention had strayed and Mrs. Lees colored.

"I suppose you are wondering about some of these things," Mrs. Lees volunteered. "I'm really upset about them, but I don't know what to do."

She then poured out her story to Miss Morro. It seems that the daughter of one of the influential families in town had, during the days of the early twenties, gone to China and become a worshiper of Madame Sun Yat-Sen. This woman had independent means and had ever since traveled the world, praising both Russian and Chinese Communism. She also was vehement about peace issues and contributed to all sorts of causes. For two years now, on the average of once a week, some piece of literature was sent to the Burrows Library by her. Mrs. Lees had had her doubts from the first about accepting these items, let alone displaying them, but she was pressed from two sides: on the one hand, her Board whom she had approached on it asked her not to in any way antagonize the wealthy family of this peripatetic donor; on the other hand, Mrs. Lees' own older sister had gone to school with this woman and begged her to put the things on display as a "friendly gesture" as requested. The woman herself had dropped into the library three times in the past two years to see for herself that the literature was being used. At least two library patrons had protested to Mrs. Lees about the amount of material of this sort in the library, but this had only caused her to be agitated and not to act.

How would you react? Do you think material of this sort should be in a library? Do you think that the proportion of material of this sort is a factor? Is a library policy on gifts as essential as a book selection policy? Should a state agency person discuss something other than the problem in point if it comes to his attention? Should he initiate discussion on such a point? What advice would you give?

CASE STUDY No. VI

On Friday, November 16, a letter came in the mail to the State Librarian. It was from Gilbert Tolland, the principal of a school in North Cwollett, a fairly remote corner of the state. Mr. Tolland had a problem. He had just been elected to the Board of the North Cwollett Public Library and he was amazed and disturbed at what he found.

Miss Elizabeth Sweeney, actually in charge of services to adult readers, had the letter bucked to her since she was currently working with library trustees in an effort to help them help their libraries meet new state library standards. The letter follows:

> As a believer in the cooperation of public libraries and school libraries, I accepted election to the Board of the North Cwollett Public Library. It is a self-perpetuating Board and I was chosen by the present members. I must confess that I had paid all too little attention to the Library Board in past years and I found myself unprepared for what I found.
>
> May I say at the first that if we had a qualified librarian in our town of 9,000, I should probably not be writing you. However, our librarian moved away last year and our Acting Librarian is a housewife with good instincts but no training or knowledge.
>
> Bob Picaro, who got me to take the job on the Board, failed to inform me of what was going on. I do not want to give up, but I really feel we need help from an outside source. A lawyer friend has checked the state law on libraries for me, but since we are an association library not bound by municipal library statutes, the law does not seem to help.
>
> The Chairman of our Library Board is 69 years old. However, what is more important is that his uncle, who is 89 years old, dominates him and the Board. Another member of the Board is a woman in her forties who is a cousin of the Chairman and hopes, as he does, to inherit from the uncle. Two other women, both of whom attend regularly, simply follow the lead of the Chairman. One gentleman in his eighties never appears. Another in his seventies appears with a hearing aid which apparently only works when the Chairman speaks into it.
>
> The following are my questions: Is there any regulation about the number of persons on such a Board? Is there any regulation about the retirement age of Board members? Are there any regulations about the number of times a Board must meet (the custom here is twice a year, under pressure)? Should a Board Chairman pass on each book purchased? Should the Board Chairman pass on each book discarded? Should the librarian order from lists prepared by the Chairman for the majority of books?
>
> Should the library account books be the exclusive possessions of the Board Chairman? Should all decisions on vacations and sick time be made by the Board Chairman? Should the Chairman pay his own yard man to take care of the library grounds?
>
> As you can see, there are innumerable questions in my mind. Mr. Robert Picaro (who preceded me on the Board by six months) concurs in these questions. Any help you can give us will be much appreciated.

How would you reply? Is it within the province of a state agency to make regulations regarding library trustees? What kinds of regulations would you suggest? How can one distinguish between setting policy (the duty of

trustees) and administering policy (the duty of the librarian)? What advice would you give on the handling of library accounts? Even if it is to the advantage of a library budget, do you think the library should accept "gifts" such as the help of a yard man from a trustee?

THE CASE STUDY REPORTS

After meeting in the smaller groups in an attempt to find solutions to these typical problems, all reassembled for the reports of the chairman and general discussion. At this time all participants received copies of all the studies. As might be expected, considering the brief time allowed for preparation, the reports were informal; they showed clearly, however, that the discussion groups had come to grips with the assigned cases. The handling of the first two is shown below:

CASE STUDY I: The chairman reported for her group on Case I by giving a brief résumé of the important facts of the case for those who had not had time to read it for themselves. This case concerned the gift of some radical material to a small town library by one of the community's wealthy women. Other townspeople had complained about the quantity and prominent display of these items in the library. In this case the state consultant had been invited to the library to discuss another matter and while there had been asked by the librarian for advice concerning the gift literature.

In her report the chairman brought out the following points touched upon by her group as to the role of the consultant in this case. The consultant would have to consider whether to discuss a problem other than the one he was originally called upon to answer. The opinion of the group seemed to be that it was proper to discuss any problem brought up by the librarian, but that the consultant should guard against becoming a general fault-finder. The consultant could seek to educate the librarian as to the desirability of formulating a gift policy (as important as a selection policy), could inform her about such policies, could suggest that the collection might be evaluated as to balance, and could help the librarian understand her responsibility to keep the Board of Trustees informed as to good library practice. It was pointed out that the state consultant could not approach the Board without an invitation, but the role of the Board was discussed by the group. The conclusion drawn was that the Board in this case had not acted in the best interest of the entire community but was bowing to the desire of one influential citizen rather than planning for the library needs of all the townspeople.

To summarize the role of the consultant in discussing the problem of questionable literature with the librarian, it was felt to be one of education to help her understand her role and to provide her with information that would fortify her discussion with her Board of Trustees.

Floor Discussion

For the most part floor discussion centered on the advisability of the consultant's becoming involved in questions other than the one for which he had been invited. It was felt by some that problems could be brought up by a consultant, but that it was important to use a great deal of tact. One suggestion was that the consultant phrase the question in a way that would suggest that the librarian knew what he was doing and had a reason for some procedure which seemed contrary to acceptable library practice. The need for state-wide workshops to give training to practicing librarians without putting them on the defensive as to their lack of knowledge about professional methods was mentioned. The consultant should not antagonize the librarian or the Board of Trustees but should keep the lines of communication open so that he would be called upon again to help solve problems and thus be the agent behind the scenes working for better library service for the state's citizens.

CASE STUDY II: The group chairman opened his report with the comment that although the consultants had come to the Workshop from several different states, their problems seemed amazingly similar. Case II concerned the community that had enough libraries for its size, but they were unrelated and independent units located at opposite ends of the town. In addition the town had

a growing school library system. A suggestion had been made that an addition be put on the Town Hall to house a new public library and a meeting called to discuss the idea. The possible suggestions to be offered by a state library consultant were: 1. that the two existing libraries get together formally to explore mutual problems and the possibility of combining on a formal basis, 2. that the location of a new building be thoroughly investigated before any decision was made to add a wing to the Town Hall, 3. that a library survey of the town be made. The survey, it was thought, would provide the Boards of Trustees of the existing libraries with information essential for basic planning and would create interest in better library service.

Floor Discussion

Discussion from the floor was active. The main points raised concerned the suggested survey: who would pay for it, who would conduct it, if an outside consulting firm was not feasible financially? It was recognized that at some time some one person or agency would have to take charge or general chaos would prevail. The four remaining Case Studies were treated in a similarly specific and animated style and completely filled the time allotted to Work Session I.

FIFTH SESSION

WORK SESSION II

Work Session II was concerned with materials useful to state library consultants. Mr. Samuel Molod, Assistant Librarian, Connecticut State Library, presented examples of types of internal tools indispensable for both the experienced and inexperienced library consultant. In this context *internal tools* were interpreted to mean "all professional publications by and about libraries." The list does not include general library periodicals which the speaker felt would be examined by consultants as a matter of routine.

GENERAL REFERENCE

The Bowker Annual of Library and Book Trade Information edited by Phyllis B. Steckler and sponsored by the Council of National Library Associations; published by Bowker.

American Library Laws, 3rd edition 1964 by Alex Ladenson, and supplements; published by A.L.A.

Library Technology Reports, Library Technology Program, A.L.A., 1965 -

STANDARDS

Public Library Service; a guide to evaluation with minimum standards, A.L.A., 1956.

Costs of Public Library Service, 1963 supplement, A.L.A.

Interim Standards for Small Public Libraries; guidelines toward achieving the Goals of Public Library Service, A.L.A., 1962.

Minimum Standards for Public Library Systems, 1966 prepared by the Public Library Association, A.L.A., 1967.

Standards for Library Functions at the State Level, prepared by the Survey and Standards Committee of the American Association of State Libraries, A.L.A., 1963.

Standards for School Library Programs, American Association of School Librarians, A.L.A., 1963.

Standards for Children's Services in Public Libraries, A.L.A., 1964.

Young Adult Services in the Public Library, A.L.A., 1960.

Standards of Quality for Bookmobile Service, A.L.A., 1960.

POLICIES AND PROGRAMS

Public Library Reporter, published by the Library Division of A.L.A. (the following numbers were especially mentioned)

6, "Contracts and Agreements for Public Library Service," 1958;

9, "Public Library Policies — General and Specific," 1960;

12, "Inter-library Cooperation; a sampling of inter-library co-operation programs," 1967.

STATE FUNCTIONS

The Library Functions of the States by Philip Monypenny, A.L.A., 1966

Statewide Long-Range Planning for Libraries; report of a conference. Chicago, 1965. U.S. Department of Health, Education and Welfare. (FS 5.215:15060)

The State Library Consultant at Work, by Mary Ann Long, (Library Research Center Series no. 6) Illinois State Library, 1965.

SURVEYS

Library surveys of neighboring states. Study these to be able to promote programs and planning on a regional basis.

Following Mr. Molod's presentation, Mary Elizabeth Flynn, Senior Supervisor of Public Library Development of the Commonwealth of Massachusetts, offered advice on *external tools* — materials published by agencies outside the library profession. Mrs. Flynn's remarks are shown below:

> In accepting the invitation to discuss the external tools for the profession used by the library consultant I did so with grave doubts and misgivings. Webster's definition further convinced me: "*external*, that which is superficial, not intrinsic or essential." But after a few years of library consultant experience at the State level, I say without reservation that few tools are unessential.
>
> One of the best definitions of librarian and certainly a meaningful one in recruiting circles is that which describes a librarian as a "skilled, resource person, sometimes a subject specialist, but first and foremost a generalist with an intrinsic curiosity for many fields of human endeavor." If this describes the librarian, it certainly to a greater degree describes the state library consultants. They above all other library professionals need to have a tremendous sensitivity to outside happenings — related or unrelated, external or unessential, because sooner or later the unrelated becomes related. State library consultants generally appear on the horizon with a good basic knowledge of the professional goals and theory and a generous sprinkling of somewhat varied experience in the field. It's only with the acquisition of a few battle scars for the record that we decide we need more than theory and experience. We realize we need to know not only how the other side does it but also what are the resources and materials that will give us the clues to succeed in working with cities and towns and other state departments, as well as the resources, materials, and tools not essential to the library profession but essential to the state library consultant who wishes to succeed. The external tools recommended in these remarks are geared, hopefully, to all consultants, generalists and specialists who carry out regulatory, operational, and advisory functions. Working effectively as a state library consultant with municipal officials necessitates having a knowledge of the characteristics peculiar to (1) the state and (2) individual cities and towns; i.e., government structure, economy, industry, political interests, population, general education, laws, etc. This kind of information is generally found in the *handbooks* of individual state governments published by state printing offices or private organizations such as Taxpayer's Federation or League of Cities and Towns. These particular publications outline patterns of organization, administration, and finance peculiar to the individual state or municipality. For the sake of examples, allow me to mention the titles of just such publications in Massachusetts: *This is Your Massachusetts Government* and the *Directory of City and Town Officials*. The first of these is published by the Massachusetts Taxpayers Federation, the second by the Massachusetts League of Cities and Towns.
>
> The newsletters of various state level organizations should not be overlooked. Oftentimes one finds current evaluations of bills before the legislature or the recent laws passed by the same body. Their value is easily appreciated when the consultant meets at the local level with trustees and other town officials to discuss per capita support of the library or other administrative problems.

The "official" state publication or handbook on the state such as Handbook of the Legislature or General Court known in Massachusetts as the *Manual of the General Court* is another of the indispensable items. It usually includes the State Constitution, State and Congressional Districts, Directory of State and Congressional Districts, Directory of State and Federal elected officials, State Departments, etc.

To work directly with local municipal officials whether they are trustees, selectmen, or councilmen requires a knowledge of or access to individual municipal characteristics. Recommendations by consultants for library programs, services, construction, etc., can only be accepted if they reasonably fit into or relate to the needs of the city or town and its overall pattern of operation.

Monographs of each of the individual cities and towns and counties in the state are standard tools for consultants. They carry the statistics basic and pertinent to developing and stimulating library programs: local population by age, income, educational background, national origin, housing, industry, historical resume, zoning, in and out migrations. Could a consultant imagine preparing a survey of a community's library without such a valuable monograph?

Annual Reports of cities and towns including all the municipal departments provide good insight into determining the importance and place of the library department in the community.

Master Plan for the municipality. Where are the municipal departments going in the municipality? What are the plans and is the library in the race? What are the plans for population, growth or decline? Where does the library fit into the local schedule for capital outlay expenditure? *Master Plan* — a must for the consultant working with municipalities — provides the answers.

The Public Library's Annual Report, filed sometimes by law with the State Agency, can be the source of many valuable by-products. Comparative charts of annual operating expenditures within population groupings, hours of opening, salaries, capital outlay, book collections, etc., are usually justifiable comparisons for local officials. On the local level consultants will want to be aware of the *School Department Reports and Plans, Chamber of Commerce Reports, Urban Planning Reports.* And *Weekly Newspaper Clipping Service*, with cullings from a substantial number of newspapers across the state, keeps the state consultant in tune with current library events locally.

State agency library consultants have been referred to in the past as the combat troops of the profession. Heaven only knows what we are referred to since 1960 and the creation of the state and federal partnership. Those who dare tell of five to ten years experience with the state agency would quickly agree that there has been an effective revolution and change in the role and functions of the state agency and state consultant. State and federal aid programs have produced the revolution. The consultant working solely with grant programs today would seldom refer to internal professional tools but rather lean heavily on the related external tools. We get "A" for effort as generalists in attempting to know all there is to know about one subject and we surely must try when it comes to federal library programs

and the many and endless implications for libraries. The great bulk of publications concerned with grant-in-aid programs are not only useful but necessary for the consultant. They are published by both private companies and the U.S. Government.

The Commerce Clearing House's *College and University Reporter* carries current information on federal programs related to education in general, existing and new programs, and rules developed by Congress and/or agencies within the scope of the reporting. See also *Doubleday Guide to Federal Aid Program* (1960) HEW's *Grants-in-Aid and Other Financial Assistance Programs*, 1966 edition, and the OED's publication in *Catalog of Federal Assistance Programs*, which describes those federal domestic programs assisting in furthering social and economic progress. *Poverty Program Information*, another OED publication, contains statistics for states and the municipalities within the state that have conducted OEO programs.

These are but a few of the publications on federal grant programs which might be helpful to the consultant. One warning: they are out of date or obsolete as soon as they appear.

The state consultant will soon be involved in the new programs about to blossom under Titles III and IV of LSCA. State library services in the field of corrections, medicine, handicapped, blind, mental health, etc., will be the sole concern of some state consultants before the end of this fiscal year. Think of the background information needed by these consultants in their external field of activity. One might well say to them, "Whatever your specialty, there is a place for it and you in state library consultant work."

Work Session II concluded with the workshop participants viewing a display of professional literature. (See Bibliography for details)

SIXTH SESSION

WORK SESSION III

Work Session III, *The Consultant in Action*, was prepared by Mrs. Elena Horton, Executive Secretary of the State of Vermont Free Public Library, with the assistance of Mrs. Mary Elizabeth Dudman, Extension Librarian of the Maine State Library. It was decided to present three demonstrations of typical consultant visits rather than develop situations for discussion by the group at large.

The first demonstration was under the direction of Miss Virginia Hill, Deputy State Librarian, Maine State Library. Four people acted out "Weedin' the Readin' " as a demonstration of a consultant's visit to a small public library.

WEEDIN' THE READIN'
or
ELSIE DINSMORE MUST GO!

by

Janice B. Mages

Field Advisory Librarian, Maine State Library

Dramatis personae:

Miss Reidsalot, representative from the State Library. Anxious to be of service but conscious of the limits of the small public library. Tries to put across the points of good library service.

Miss Turner-Page, librarian of the Evan Cornier Memorial Library, anxious to meet minimum standards but a bit timid.

Mrs. Meanswell, trustee who could have been a model for Helen Hokinson cartoons. Civic-minded, fluttery, most anxious to please, vacillates.

Mrs. Quelch, trustee, civic-minded and smug about the library.

Scene:

A small public library in a small New England town. Present are Miss Reidsalot, Miss Turner-Page, and Mrs. Meanswell. All are seated around a table, busily rifling through papers, leafing through books, and looking anxious. Miss Turner-Page speaks to Miss Reidsalot:

Miss Turner-Page: (a bit flustered) Mrs. Quelch should be here any minute. She *said* today would be the best day for her.

Mrs. Meanswell: Well, I hope so! I had to cancel a dental appointment, and you know how hard it is to get one! Dr. Pullen was very nice, though, and said he'd fit me in next week. He's very anxious to get to work on my impacted wisdom tooth. He's never seen one quite like it . . . "interesting," that's what he called it and . . .

Miss Reidsalot: Yes, Mrs. Meanswell, they *can* be quite interesting! (turning to Miss Turner-Page) Now, Miss Turner-Page, while we're waiting for Mrs. Quelch, perhaps you can tell me what you hope this meeting will accomplish.

Miss T-P: (going through papers on the table) Well, I hope you'll give me some pointers on buying some new books. Our circulation has dropped and something's got to be done. I don't know if buying new books is the answer or not . . . (gesturing to the shelves) Actually, we don't have much shelf space for more books.

Miss R: Have you thought of weeding? If you weed the collection of out-dated material, you'll have a lot more room and you'll also get some ideas for new books, because many will have to be replaced with newer titles in those subject fields.
(Mrs. Quelch dashes into the room. All turn to look at her)

Mrs. Q: (speaking as she comes in and hurries to the table) What's this about replacing books? She wants to buy *new* books, not replace old ones! Not that I think she needs them. She's got books on these shelves that no one's read yet. Why get new ones? (She has reached the table and Miss Turner-Page stands) Besides there's no room for more books. Our shelves are full!

Miss T-P: Oh, Mrs. Quelch, I'm so glad you're here. This is Miss Reidsalot from the State Library. Mrs. Quelch is Chairman of our Book Committee.

Miss R: How do you do, Mrs. Quelch? (They shake hands) I'm so glad to meet you! I'm afraid that you misunderstood me. I meant for her to replace out-dated material whose information is no longer correct. Oh, like science books, books on aeronautics and space travel, history and travel books, career information, and photography manuals. This type of information changes so rapidly that books in these fields should be weeded every five years at least. New titles and editions should be purchased continually to keep the collection up-to-date.

Mrs. Q: (quite disgusted) Seems to me kind of a waste to buy a book just to throw it away in five years!

Miss R. It may be an excellent book when you buy it, but in five years the information may be completely incorrect because of the new developments and discoveries in those fields. If you went to a doctor and realized he was looking up your symptoms in a medical book published in 1935, would you feel you were going to receive the best treatment?

Mrs. Q: Well, we're *not* a medical library!

Mrs. M: Oh, Ima, you know what she means! Dr. Pullen once showed me some forceps used in the 1870's. I'm so glad he's not going to use *that* thing when he pulls my wisdom tooth!

Mrs. Q: Well . . . I suppose . . .

Miss T-P: (grasping this hesitation as acceptance) Oh, Miss Reidsalot, do you have anything we can use as a guide? When do we start weeding?

Miss R: (picking up a three-ring binder) Yes, the American Library Association has published a series of pamphlets called the Small Libraries Project, to help the smaller libraries with all phases of library work. They are excellent guides, and we've been sending them out to you with our monthly newsletter. One of them is on weeding, and I'll be very glad to go over it with you before I leave.

Miss T-P: (hunting through a stack of papers) Oh dear, I wonder where it is! I seem to remember something like that coming in the mail on the day we had that terrible storm. I had to shovel the walk and I never did get a chance to read all the mail.

Mrs. Q: Well, if they have different colored covers, I've got two or three of them. I saw them on your desk and I wanted to know what the Government was sending out now, so I took them home with me!

Miss R: They're not from the Government, Mrs. Quelch, but from the American Library Association . . . (brings her three-ringed binder into view again) and we've found that if you keep them in a three-ring binder at the librarian's desk, they're always available and easy to use.

Mrs. M: Well, I have a notebook you can use, Miss Turner-Page. I used to keep recipes in it. I can bring it over Thursday afternoon after my appointment with Dr. Pullen . . . if I'm not too sick!

Mrs. Q: (looking at her watch) Speaking of appointments, we've got to hurry because I have a hair appointment today and you know how mad Annette gets if you're late!

Mrs. M: A hair appointment! Oh, Ima, I thought this was the best day for you. I even cancelled an appointment with Dr. Pullen . . .

Miss R: Well, in that case perhaps we'd better get back to weeding your collection. After you've weeded, you might try rearranging your shelves. A change in location may bring to light just what someone's been looking for. And when you rearrange the shelves, try leaving one-third of the shelf free for growth. The extra space will add to the attractiveness of your library.

Mrs. Q: (horrified) One-third! (turns toward the shelves) Why, the shelves will seem almost empty! (turns back to Miss Reidsalot) I don't like empty shelves; it looks as if there are no books in the library!

Miss R: But there *will* be books in the library — new books!

Mrs. Q: Well, do you have a list of books you want us to buy? (looks at watch again) I've got to get through with this meeting because I have a hair appointment.

Miss R: (determined, but pleasant) No, Mrs. Quelch, I have no list of books for you to buy. You, the rest of the Book Committee, and Miss Turner-Page will have to decide what your library needs. I don't know your community and your patrons as you do. I'd have no idea if you should buy garden books, do-it-yourself manuals, detective stories, travel books, biographies, or foreign language novels. I don't know how well developed the school libraries are to know if you should try to supplement their collections for the children. I'd have to study your community before I could suggest books for you to buy. One has to know the community well in order to buy wisely.

Mrs. M: Oh, Mrs. Quelch knows the community; she's lived here all her life. In fact her great-grandfather was one of the first settlers in town. No one knows its history better than she does!

Miss R: I'm sure Mrs. Quelch knows the history of the town, but I'm talking about the interests of the community today. Is there a theater group in town, garden club, any music associations? Are there any hobby clubs: photography, model railroads, antique automobiles? Are there foreign language groups who like novels in their own language? What are the youth organizations? (turns to notebook) There's a Small Libraries Project Pamphlet called "Building and Maintaining the Small Library Collection" that will give you a lot of ideas on learning the community's needs.

Mrs. Q: (very disgusted) Hmpf! Seems like a lot of work! I'm sure that *I* don't have the time to make a study of *this* community!

Mrs. M: (undecided) Yes, it does seem like a lot of work just to buy a few books . . . especially when people don't read them anyway!

Miss T-P: (gathering up all her courage) Maybe we could send out some sort of a questionnaire asking about their interests. I've read that some library did that and got good results.

Mrs. M: (suddenly decided and bouncing in her excitement) Oh, that would be fun! I love questionnaires! You always learn the most interesting things

about people. You'd be surprised at the things we learned from the Civil Defense questionnaire. Why, Ima Quelch, you didn't even know where CONELRAD was!

Mrs. Q: (disturbed at being found wrong) Well, I know it's not in *this* county! What's so important . . .

Miss R: (interrupting in order to prevent further discussion) A questionnaire *is* a good way to conduct a study of this kind . . .

Miss T-P: Excuse me, Miss Reidsalot, but perhaps since Mrs. Meanswell has had experience with questionnaires, she could take charge of it.

Mrs. M: (loving to be in charge of anything) Oh, yes, I'd love to do that! The only thing I have to do this coming week is to go to the dentist, so I can get started on it right away!

Mrs. Q: Well, that seems to be settled . . . (picks up pocket-book and rises from chair) and if you don't have a list of books you want us to buy, I think I'd better be going so I can have a bite to eat before I go to Annette's.

Miss R: (trying to mollify her) Mrs. Quelch, if you want a list of books, perhaps you'd like to look at the list of suggested reference books for small libraries, another in the series of the Small Libraries Project. (hands her the open notebook. Mrs. Quelch sits down to look at it) It may be one of the pamphlets you have at home, and you can use it as a checklist to see how complete your reference collection is. People should be able to use their library for more than just recreational reading. They should be able to do some research here, to find answers to the questions that arise in their business and personal lives. If they can never find answers to their questions in their library, they might give up in despair and stop using it.

Mrs. Q: (handing notebook back) Well, I can never find anything in a "reference" book! One day I spent half the afternoon looking in the encyclopedia for the date of Easter next year and I couldn't find a thing! Besides, I hate to spend the town's money on books that few people will use.

Miss R: This project has a pamphlet on the use of reference books with a chart listing various subjects and where you can find them. (looks at pamphlet in notebook) I think you'd have found the date for Easter next year in an almanac. If you'd rather not spend money appropriated by the town, you could use your State Aid money for reference books and add a few each year.

Mrs. Q: (now afraid that she's missing something takes note pad out of pocket-book to make notes) I guess I'll have to look those pamphlets over. Maybe I can read them this afternoon while I'm under the dryer.

Mrs. M: Maybe we *all* had better look them over. Perhaps I can get a few ideas for the questionnaire from them.

Miss R: I'm sure you can, Mrs. Meanswell. The whole series is done with the small library in mind and should help you in many phases of library work.

Mrs. Q: (snapping her pocket-book shut with a determined snap) Well, it's about time somebody did something with the small library in mind. They expect us to do all this work and we don't know what we're doing half the time! I've been wondering when the Government was going to publish something to help us.

Miss T-P: (suddenly courageous) It's the American Library Association, Mrs. Quelch, not the Government, and if you could bring the pamphlets back as soon as you're through with them, perhaps I can get a few ideas on how to perk up this library so we can get a more active organization going.

Mrs. Q: Well, if you want that reference collection checked, I'll have to use that pamphlet for a while, but I'll bring back the others. (rises) Now if you'll excuse me, I've got to be going. (starts toward the door)

Mrs. M: Wait a minute, Ima, I'm going to need the one that will help me with the questionnaire. After I have my wisdom tooth out, I'll be able to devote all my time to the questionnaire. I don't have my six-month check-up with Dr. Hertz until next month, and then . . .

Mrs. Q: Well, all right, I'll bring it by tonight. Miss Turner-Page, do you need us any more? (Mrs. Meanswell immediately picks up her pocket-book and starts for the door)

Miss T-P: (looking at Miss Reidsalot for a clue) Well, I don't know . . . (rises)

Miss R: (stands) I think we've covered quite a bit today, and if you'd like to leave now, Miss Turner-Page and I can go over the Small Libraries Project pamphlets. I've enjoyed meeting you and hope that you'll not hesitate to call on us again should you have any questions.

Mrs. M: (starting out the door) Oh, don't worry, we'll call. I know I'm going to have loads of questions when I get working on the questionnaire. Good-bye, and thank you for coming.

Mrs. Q: Yes, it was good of you to come . . . Good-bye.

Miss R: Good-bye! (As they leave, she turns back to Miss Turner-Page and picks up her three-ring binder) Would you like to go over these Small Libraries Project pamphlets? We can discuss any that you think might help you. (turns pamphlets over in notebook) This one, "Building and Maintaining the Small Library Collection," has many ideas that will help you evaluate your existing collection, as well as lists of aids used in the selection of new materials.

The second demonstration was presented by Elizabeth Kingseed, New Hampshire's Assistant State Librarian. Under her direction two of the consultants of the Workshop undertook to report a self-survey to a Board of Trustees. Evaluation sheets for the survey had been distributed to the entire group, and the consultants followed these step-by-step with the Board of Trustees, which had been instructed to resist the consultants all the way. The potential of role-playing now became apparent. Every conceivable road-block, every obstacle to progress in self-examination was explored at length. The freedom of the presentation acted as a heady brew to stimulate the players to unexpected heights in illustrating all the frustrations so familiar to consultants, and the farcical treatment given numerous typical situations and frequently used arguments both amused and enlightened the very attentive audience. Grouped below in the order in which they were discussed are the items covered in the survey.

I. COMMUNITY ANALYSIS
   - A. Community make-up (statistics of area providing tax support or that served whichever is larger)
     1. Population — by age, education, etc.
     2. Area and density of population
     3. Valuation of taxable property
        - a. Amount raised by taxation
        - b. Percent of this spent on library
     4. Rough percentage of home owners
   - B. Unique or distinguishing features of community: seasonal anticipated changes, other.
   - C. Other library resources in community: public, school, special

II. LIBRARY ORGANIZATION

A. Legal status: incorporation, by form, by date

B. Established by: village ..... town ..... association .....

C. Trustees: number, terms, meetings, librarian's reports

D. Organized citizens support groups: friends of library, other

E. Responsibilities of trustees:
   1. To government:
      a) local: presentation of budget, report on library
      b) state: knowledge of laws, constitution, and by-laws
   2. To librarian and staff: personnel, book selection, services
   3. To community: services, building and equipment, plans for expansion
   4. As an individual: membership in local, state, and national trustee and library organizations; reading of professional journals.

III. SERVICES

A. Hours

B. To all patrons: up-to-date collections, reference services, use of resources outside library

C. Special to children: cooperation with schools, visits to classrooms

D. Special to young adults: cooperation with schools, book talks, work with them in library, with agencies serving teen-agers, instruction in use of library

E. Special to adults: adult education classes, cooperation with groups and community organizations, special meetings, program planning, workshops, films

F. To special groups: shut-ins, handicapped, foreign, government officials, etc.

IV. STAFF

A. Numbers of: certified librarians, clericals, volunteer assistants

B. Staff benefits: vacation, insurance, sick leave, retirement, social security

C. In-service training: courses, workshops, meetings attended

D. Participation in professional organizations: local, regional, national

E. Librarian's responsibility to:
   1. Board of trustees: policies, reports, advisory
   2. Library staff: supervision, scheduling, professional training
   3. Community: proper information about analogies, reading interests, accurate records

V. LIBRARY MATERIALS

A. Books: holdings, additions, circulation, inter-library loan, rental and rotating collections

B. Non-book materials: holdings of pamphlets, films, recordings, and pictures, etc.; additions, circulation

VI. FINANCING THE LIBRARY

A. Support: compared with schools, per capita

B. Budget: how, when, by whom, and how presented; material, salaries, supplies, communication, building

VII. THE LIBRARY BUILDING

Location, signs, total floor space, equipment, provision for expansion, and maintenance

The third demonstration was under the direction of Miss Barbara Hubbard, Adult Services Consultant, State of Vermont Free Public Library. The objective for this group was the reconstruction of a planning session for a book selection workshop, with consideration given both to its practical organization and its effective performance. Much serious thought had gone into preparation for the demonstration, and now was the time for role-playing. Now the participants came into their own. The second demonstration had given them a taste of the excitement and wonderful possibilities of spontaneous dramatization. In this third one nobody was to be denied the chance to express himself. The hilarious participation of all made the workshop at this point almost one to end all workshops.

Certainly this session was a high point in the Workshop. The sight of some of the most serious-minded leaders with tears running down their cheeks from laughter at outrageous remarks was a pleasant shock to the beginners. No evening as free and amusing as this could have been deliberately planned, and the evident readiness with which everyone laughed without restraint and talked with obvious abandon made for an exciting experience and was a hopeful sign for the profession. The following morning not many leaders seemed worried that the conference had been out of hand or that tax money was being wasted. They had seen the lesson plainly: All work and no play makes Jack a dull boy. Dullness can be the bugbear of the librarian's image.

SEVENTH SESSION

WORK SESSION IV

Work Session IV was planned by Miss Alice Cahill, Assistant Director, State Division of Library Extension, Boston, Massachusetts. She used prepared and briefly rehearsed role-playing to demonstrate the help an experienced consultant can give to library board members as they plan for the future. Following is a description of the plan for the demonstration as devised by Miss Cahill:

The Sunnyvale Public Library Board Meets. Planning for the Future.

Background Information

Sunnyvale is a residential community of 20,000 population located within the largest metropolitan area of the state. The population has increased markedly in recent years, approximately 40 percent in the past 15 years. This has placed a great strain upon the municipal facilities and services, especially schools. The city, however, while reluctant and slow moving has met nearly all increased demands through the necessary capital outlay and an ever-increasing tax rate.

Sunnyvale supports a city manager form of government. Politically, the city is conservative. Until quite recently newcomers have been politically inactive and have exerted little influence in city affairs. Recently, however, there have been spirited contests for seats on the City Council and the School Committee.

The tax dollar in Sunnyvale stretches as far as possible and immediate necessity is the only valid reason for increased expenditures. Every dollar requested is scrutinized carefully by the City Council and City Manager. In general the only dissatisfaction with City Manager recommendations and City Council decisions is expressed by Department Heads and Boards that feel too tightly held-in-check by this spend-as-little-as-possible point of view. The School Department is the single exception. In 1966 the school budget totalled close to 50 percent of the city's expenditures. The City Manager and City Council have stated at budget time that by law they have no control over School Department budgets. Therefore they must restrain expenditures in all other departments to keep the local tax rate from getting out of hand.

The new high school with an enrollment of 800 students has an instructional materials center in charge of an experienced librarian who holds a master's degree in library science. The center includes a collection of 15,000 volumes (with space for 25,000 vols.), 189 periodicals, 250 filmstrips, and 380 recordings (tape and disc). In 1967, the school librarian had a budget of $10,000 for books, $1,200 for periodicals and $600 for AV soft-ware. The School, as a member of the Film Cooperative administered by the State Department of Education, has access to a collection of 5,000 films. The school library is open between 8:00 a.m. and 5:00 p.m. School officials have announced that adults will be welcomed at the library but preferably after 2:45 p.m., at the close of the school day.

The junior high school and the two elementary schools have established centralized school libraries now that local school funds are being beefed up by ESEA — Title II monies, but the still-undernourished libraries are poorly administered, staffed as they are by volunteers whose knowledge of library techniques has been limited to what they learned at a 5-session library orientation program conducted by the State School Library Supervisor, whose heavy schedule and other responsibilities for state-wide school library development permit no time for the needed follow-up supervisory visits.

The Board of Library Trustees — Five persons appointed by the City Manager for staggered terms of 5 years each. Currently consist of:

a businessman who is now serving as Board Chairman
the superintendent of schools
a housewife

a finance commissioner from the city office
a member of the League of Women Voters

The housewife and the member of the League of Women Voters are the newest members. The others have been reappointed for more than one term. The housewife, a newcomer to the community, has come from a city of similar size but one that provides a per capita library support of approximately $5.00. The member of the League of Women Voters has visited other public libraries in surrounding towns and would like to see some improvements in the library built 75 years ago to accommodate a much smaller community. The Finance Commissioner looks upon the annual direct state aid grant for the public library (approximately $5,000) as tax relief rather than a means of further improving public library service. The School Superintendent sees a need for better cooperation between the school and public libraries. He has suggested that the public library concentrate on service to adults because the school libraries could serve the reading needs of children and young people. In his opinion the present public library building would suffice.

The Library Staff — The Library Staff consists of the chief librarian who is a library school graduate, 6 full-time assistants, 2 part-time assistants, and 4 pages. The 2 part-time assistants and 4 pages are the full-time equivalency of 3. One of the full-time assistants (reference librarian) is a college graduate with 25 years of experience in the same library but no formal library education. The children's librarian is a recent graduate of a state teachers college. She gained her work experience as a page in the library. The other full-time staff members are high school graduates, two of whom have had one year of additional schooling.

The chief librarian, who is currently earning a salary of $8,000, is planning to retire within 6 months. The reference librarian has no ambitions to be her successor although some of the Board Members hope to convince her as a way of avoiding the possibility of a higher salary that may be necessary to attract other applicants. The School Superintendent on the Library Board wonders if the school librarian might not coordinate all the library service in the municipality.

Financial Support of the library, while not static, has not been overgenerous.

Year	*Total Inc.*	*Salaries (Exc. Custodial)*	*Books*	*Other Exp.*	*P. C. Support*
1957	$23,602.00	$15,400.00	$ 3,500.00	$4,702.00	$1.65
1962	37,475.00	26,000.00	7,323.00	4,152.00	1.70
1963	53,311.00	40,000.00	9,111.00	4,200.00	2.43
1964	58,038.00	44,000.00	9,638.00	4,400.00	2.64
1965	61,606.00	46,000.00	10,406.00	5,200.00	2.80
1966	65,394.00	48,000.00	11,260.00	6,134.00	2.98

The Library Consultant for the State — A library consultant has been invited to the next meeting of the Board of Library Trustees to help them plan for the future. She has been told that the Board will be faced with the problems of finding a new chief librarian within 6 months and that the Board considers this to be the time to begin some long-range planning for the public library.

* * * * *

In preparation for the demonstration, five experienced librarians were chosen from five states and sent a copy of the Plan before coming to the conference. During the first two days of the conference those five people had some time for informal discussion and set a short period aside when they could talk briefly as a group.

The Seventh Session opened with the Library Board in session and Miss Cahill present as an invited consultant. The meeting proceeded from finishing

routine business to consideration of plans for the future. Theoretically all Board Members are in favor of growth, but one by one they present hurdles to progress from the point of view of their individual interests or biases. Some examples of typical comments follow:

Chairman: "I think we see our trust as a very responsible one and I speak for the whole Board. Some of us have been on the Board for several years. We have been very concerned. We believe that the library is a very important institution in the community. I suppose we haven't kept up as much as we should have, but we are very busy people and I think we might have been a little better informed about these things. This world is changing so fast and I suppose the next thing we are going to have is a union in the library. We are going to have machines like they do down in my shop."

Finance Commissioner. "Well you know, I think we have built up this library quite a bit in the past ten years. The budget has gone up almost 300% and the per capita support has gone up 80%. So I think we have done quite a bit to improve the library service and you have to take into consideration all the money that is going into the School Department. We have no control over that, none at all. And of course, the first thing that the people in the community are interested in is 'let's educate our children' and of course the school is getting all the money. Over 50% of the budget is going to the School Department. We have no control over that. We must raise the tax some more. We have got to hold back on the other departments of the town."

Consultant. "I suggest that you consider your responsibility as a public library to provide service so that the children can use their education once they get out of school. They need to have the broad resources of a good public library to back up their school libraries and to be oriented toward using library services as adults. In this day of information explosion, accurate up-to-date information *is necessary for every aspect of community progress.*"

The Board continued step-by-step to explore staff, plant, and program and at last came to the conclusion through the adept guidance of the consultant that they must start with getting objective and professional measurement of their present service on which to build future plans.

Consultant. "I can give you a list of the library consultants who have done similar surveys here in the New England states. I can also give you a list of the consultants who are on file at the American Library Association. I suggest that you communicate with them directly and ask them what surveys they have done in this state. I can give you the names of the library trustees where surveys have been made and you can ask them for help."

* * * * *

The following statement made by one of the participants gives a very effective evaluation of the Seventh Session:

> As an old librarian (some dozen years in the business) and as a new consultant (six months), I had the opportunity to take an active part in the role-playing experience and can readily identify two simultaneous experiences. Looking back, the first was the role-playing itself. We, the group, managed a brief meeting before the actual happening took place. We decided on our roles but spent no time in rehearsal. At the outset of the session each of us was a little hesitant and possibly a little self-conscious. As the session progressed, we forgot who we were and assumed our roles. When the consultant made comments that seemed to indicate that we "Trustees" had not done our job in running our library, we bristled and got hot under our collective collars. The consultant, reacting to our reaction, found ways to cool our heat and smoothe the waters. Each of us found that our self-consciousness ebbed away and that we took part fully, both intellectually and emotionally, in the goings-on. From an

experimental point of view, the experience proved beneficial to all. We found out just what went on in the mind of the trustee — how he felt and what he thought while he was sitting under the surveillance of a critical professional. As librarians, we gained a new insight into the feeling of the people charged with the responsibility of the public library.

The other experience was the opportunity to watch and work with a very professional consultant, Miss Alice Cahill. Miss Cahill gave an outstanding demonstration of how a consultant gets across an important message without disrupting her listeners' psyches. The combination of directness tempered with a gentle understanding of the frailty of human beings was illuminating not only to the group, but to the audience as well. Many in the audience had never been given the opportunity to walk into such a situation as Miss Cahill had to face. It was obvious that too many of the "older" ones were too timid about the mistakes that the novices might make. Miss Cahill's demonstration was probably the first such that many had ever seen. With that experience, many of those mistakes would not be made. As participants and observers we learned.

EIGHTH SESSION

Session Eight of the Workshop was held after an informal luncheon. The second major address was given by Miss Arlene Hope, Library Services Program Officer, U. S. Office of Education, Boston, Massachusetts. Her words follow:

ONE JUMP AHEAD

While I was working on materials and notes for this workshop and this paper, the recurring theme expressed in my title, "ONE JUMP AHEAD" seemed to be pertinent for the thoughts I had in mind. At this point, however, after two-and-a-half days of discussion of all aspects of consulting, I feel more like the little fellow in the old cartoon of "Freckles and his friends" whose name was TAGALONG!

Nevertheless, since this talk had to be prepared ahead of the Workshop and thus ran every risk of repeating everything already said by everyone else, perhaps my remarks will serve at least to re-cap some of the thoughts and ideas already expressed. I was quite sure yesterday when Sam Molod and Betty Flynn discussed "internal and external materials of consultantship" that I had overlapped their assignment, but I believe I will deal with an inner core of personal preparation which has not yet been fully stressed.

I was asked to help make the transition from theory and blue sky thinking to some of the more specific activities and developments in library consulting work as I have seen it around the country. It has proved a difficult, in fact practically an impossible task, with the informational resources and time available to me at present, to pinpoint library developments in any of the states as the precise outcome of some piece of consultant work, but the very fact that systems have sprung into being, that governors' conferences have been held, that new statewide library development plans have been issued certainly points to long hard hours of work on the part of "invisible" library consultants. This "invisibility" has led me into a more analytical train of thought than I had intended to take, drawing me into the question, "What are the essential ingredients of consultantship which can have such an underlying impact on statewide library development?"

It seems to me that the very essence of consultant work is that its accomplishments are effected *through* others, and that except for an occasional by-line on a report or a program announcement, the average state library consultant's deeds are usually unseen and unsung.

This is to be expected when you have taken this second jump of your career. From an operating position, say, perhaps as a reference assistant or a children's librarian, many of you in your careers have taken the major jump into administration, which requires a whole new focus of thinking, attitudes, and knowledge. Usually the administrator of a library no longer works directly with the library user or with the source materials of day to day library service. He is one step removed, accomplishing aims *through* the staff, *through* the delegation of responsibility, *through* thinking and planning with policy makers.

And now, as a consultant, another jump has brought you into still another realm, with still another frame of reference, where the goals of librarianship towards which you will be working are attained not through direct service, not through administrative action, but through the intangible yet powerful forces of persuasion, stimulation, and encouragement of others.

So there you are, very much on your own, quite often alone and exposed, where librarians are expecting great things of you and where there seems to be little to support you or bolster your confidence. Perhaps I should now have a subtitle — "ONE JUMP AHEAD, AND HOW TO STAY THERE."

First and foremost there is the ever-continuing process of self-development. You must be constantly renewed, refreshed, revitalized in knowledge, in creativity and in understanding, so that in the consultation process you can

forget yourself and bring all your abilities into play to concentrate on your client and his problems. How does one do this? Our own literature of consulting is increasing, but you might also look at the number of other kinds of consultants there are besides library consultants. They too are working in this relatively sparsely documented field. You can take tips from them and their literature. I have found that *The Role of the Consultant*, a compilation of articles by the New York State Library Development Division, demonstrates the application of consulting in other fields such as public health and analyzes the skills necessary in consultant work. Three of the most practical articles I know of for library consultant work are also in this compilation. Architects have developed consultant methods and techniques which are especially useful to us now that we too are working on building consulting. The ALA pamphlets on architectural practice* are excellent for our work. Some of the items we must all now look upon as *our* basic tools; as, for instance, the ALA *Proceedings of the Institute on State Field Consultant Services* (1958), the *Conference Proceedings* of the Western States Library Extension groups, and, of course, Marie Long's study *The State Library Consultant at Work*, already cited in Miss Ferguson's talk.

Business management consultants have probably developed the greatest expertise and body of procedure on consultant work. Consultant firms serving business are in themselves big business now, doing a $675 million dollar business in 1964. More and more librarians are taking advantage of the professional skills of such consultant firms as A. D. Little and Charles Nelson Associates for assistance in their larger library problems. We consultants will do well to follow some of their methods and study their surveys for guidance in methods of presentation. Some individuals have made a specialized career in recent years of library consulting on professional basis. Their techniques and reports are well worth your careful analysis. Sam Molod mentioned the California study and I particularly want to call your attention to the recent New York study of systems. Both of these were directed by Dr. Lowell Martin. (*Emerging Library Systems;* the 1963-66 Evaluation of the New York State Public Library Systems. UNY 1967)

One of the best and most concise presentations of advice on management consultants which I have found is this small pamphlet issued by the Association of Consulting Management Engineers, Inc., called *How to get the Best Results from Management Consultants,* by Philip W. Shay. Written for a firm or businessman contemplating engaging a consultant, it explains what such a firm should expect the consultant to know and to do, as well as outlining the responsibility of the client. It is highly applicable to library consulting. Let me quote a sentence or two.

> The management consultant counsels the chief executive or other members of management on basic managerial problems of the enterprise. His activity is not confined to solving problems in a purely theoretical, abstract, or technical sense. He does these things, it is true; but the problems with which the consultant deals are action-oriented, and his thinking must be directed toward improved managerial and economic performance and results for the client. The most important function of the consultant is that of urging and persuading clients, and, when necessary, helping them toward a sound course of action.
>
> This is the art of management consulting, and it transcends the body of knowledge and skills the consultant possesses. (p. 1)

Basically, however, management consultants are prob-

* American Institute of Architects. *Facts about your Architect and his Work,* Washington, D. C. 1963, and *Architect's Handbook of Professional Practice,* Chapter 5. *Selection of an Architect.* Washington, D. C. 1963.

lem solvers, and this is the principal reason most clients employ them. Their use is indicated whenever management needs outside help on its problems. Sometimes the need for outside assistance is dictated by a simple fact that known problems exist and the time and talents are not readily available within the company to solve them. Or management may feel that the real problems exist (or wishes to assure itself that they do not exist) and believes that the true state of affairs can be determined only through a complete and objective examination by men who can take a broader view than those who are preoccupied with day-to-day operations.

Sometimes the need for outside help is indicated by the fact that management has tried and failed to solve a problem. Other circumstances which often suggest the need for such help are: unfamiliarity with the problem; a desire for fresh ideas or new techniques; or a conflict of views within the organization. (p. 4)

Written from another point of view, and emphasizing what I think is the most important ability you can and must acquire, is a book called *Are You Listening*, by Ralph G. Nichols and Leonard A. Stevens. (McGraw-Hill, N. Y. 1957) It's easy reading and eye-opening as well as ear-opening. Excerpts from the table of contents give the clue:

"The Missing 'L' in Learning — Listening
How Listening Controls Talking
If Only Someone Would Listen
Executives Must Listen
Why Conferences Need Good Listeners"

This book contains tips on how to speak as well as listen. I was reminded of one of my early experiences as a consultant on the State Library Staff in California when I gave a talk to a Friends of the Library group one evening on joining a library system. What a spellbound and attentive audience I had! They cocked their ears, they followed every phrase and sentence. I felt that I was really getting the message across. At the end, all aglow, I asked, "Do you have any questions?" SILENCE. Then one hand was up and "Yes," a man said, "I've been wondering all through your speech just what part of the country you come from." Everyone else nodded and smiled, and alas for my message. I expect no one really heard a word I said! You may be sure that forevermore I established my point of origin very early in the course of a speech so that they could get past my New England accent and hear the thought I wished to convey. This book will help you get past the words your constituents say to you, into the real thought behind their verbal expressions. Human relations, group dynamics, and interviewing courses are all very important for the consultant. A milestone in my career, during a course in group dynamics, was a film prepared by the National Training Laboratories, entitled, "Hidden Agenda." This film taught me much about how a group such as a board of trustees might function.

Another quite different book, to help you keep one jump ahead is *Communication for Modern Management* by J. Barron Wiley. (The Business Press, Elmhurst, Ill. 1966) This is a practical, how-to-do it book on audiovisual aids, flip charts, etc., with chapters on public relations, employee relations, and the like. If I had had this in hand sooner, I should have attempted to get one of its recommended films for use here at the Workshop, but I will quote from the book (p. 31) and perhaps you may search the film and kit out for use in your own area. Here is what caught my eye:

The Inner Man Steps Out is designed to help management do their own thinking and solve problems in working with people. Designed to be followed by a discussion period, made by

General Electric Company in 1951, in sound, bl. and white, 34 minutes.

Perhaps you have seen this film, and the kit to accompany it:

The Communication Case Book — a kit consisting of film sequences from the above film. Leader's guide included.

There are four cases:

The CASE OF THE TUNED-OUT MIND points up two-way communication and illustrates that a profitable exchange can only occur when both parties are interested, receptive, and respectful of each other.

The CASE OF THE WRONG WAVE LENGTH — the necessity for considering the difference in people.

The CASE OF THE CHAIN REACTION — the importance of sensitivity to other people's emotional reactions.

The CASE OF THE SILENT YELL — the effects of unspoken attitudes.

The book says that this kit is available in either 16 mm or 8 mm from Harry Strauss Distributing Corporation, 31 West 53rd Street, N. Y.

Still another path we must follow is that of relationships between our own work and that of our clients. Try Robert Sampson's book, *The Staff Role in Management* (N. Y. Harper, 1955). This provides insight into the problems of being a "staff man" rather than a "line man" and gives much good advice which can be followed by a consultant. His list of "personal tools" (p. 112) includes Listening, Observing, Questioning, Informing, Encouraging, and Integrating.

Keeping one jump ahead means also that you must be an explorer, an outrider, a discoverer. You must always be on the lookout for new ideas, new approaches to old problems, new lines of action. Let me suggest a few ways in which you may do this: (1) Use good hard think-sessions in which the concentration of all your knowledge and analytical skill is applied to your subject. (2) You may use a pipe-dream, wishful thinking, sky's the limit, free and unhampered train of thought which will help you to arrive at a completely new and unexplored destination. One of my favorite techniques has been to use the "what-if" technique: "what if money were no object" "what if your board gives you an immediate go-ahead" "what if you could add four new staff positions" — what would you do then? So often thinking is hampered by the sad realities of a situation that one can't get outside the situation to solve the problem. (3) You may choose to go on a fact-finding expedition to come back with data upon which to base new ideas. (4) You may also want to seek out other professionals to compare your ideas and hypotheses with their thoughts and experiences.

Sometimes these activities will be yours alone, while you are away from your client, so that you can bring to him the benefit of your independent thinking. Sometimes you take your client along on one of these expeditions so that you can explore the problem together. And sometimes you may indicate that the client himself had better do some of the preliminary exploration of a problem, to get his ideas and needs more clearly defined. As for comparing notes with your own counterparts in other states or in other disciplines, you should not hesitate to do so whenever you have this opportunity. You, too, may often need advice to be able to give back the best to your constituents, and there is mutual value in sharing knowledge and experience as well as personal encouragement with consultants in other areas and other disciplines. They, too, are outriders!

There is another whole field of valuable material to help you on the problem we touched upon in the very first session: how to find time. Mary Whalen's comment "It takes time to make time" is excellent and only too true, but we do not always heed this. Business executives know they must do it and

we must too. And we can. For example, somehow we have made three whole days available for this workshop, even in the midst of our busy schedule. My "Bible" on this subject is Carl Heyel's book, *Organizing Your Job in Management* (N.Y., American Management Association, 1960), which I found worthwhile enough to buy for my own working bookshelf, and I refer to it over and over again. One needs constant rethinking and reminding that time is a valuable commodity. This book analyzes many of our time consuming activities and suggests ways to improve our use of time.

Do you remember playing "giant steps" when you were a child? The leader, who wasn't supposed to be watching, called out "Johnny, you may take two giant steps forward; Susie, you may take three baby steps forward; Billy, you take one middle-sized step backwards . . ." I have thought of this game as I have travelled about on my consultant assignments. Many times after a long hard session, I would wonder if I had really helped a library take a giant step, or a baby step, or maybe the whole enterprise was going to slide backwards. There is one way to know, and you won't be able to keep one jump ahead if you don't use it, and that's *evaluation.* It is essential that you build into your consulting visits and studies some way of sizing up both your own accomplishments and what your advisees are being able to accomplish. It is harder to gauge your own results, since, as we said in the beginning, our work shows up mostly through our client's results. Some states, Oregon and Illinois, for example, have made analyses of their known failures, as well as their successes. For example, why did bond issue fail, or why did vote campaigns for continuing demonstrations fail? This will provide data and know-how for the next try. I recently talked with a librarian who had been gathering data on the subject "Do library consultant studies actually get followed through?" He reported that apparently many of them don't. One wonders what the reasons are and one should find out through evaluation studies such as this. On the other hand, take courage, as you know it is a fact that civic action is often slow, and you may, as I did this summer, have a happy experience going back to the scene of some of your earlier efforts to find new buildings, new organizational patterns, new functions being carried on, which you knew had had their beginnings back in your days of consultant visits in that community.

Finally there is another big jump ahead that I think we are all bound to take very soon, if we haven't already. That is the jump into the future. An interesting chart on page 48 of Carl Heyel's book already referred to shows that a group supervisor spends most of his thinking-ahead time on today's or next week's problems. As the chart goes on up through executive levels, so the thinking-ahead date is pushed forward into the future: superintendents are looking ahead three to six months, vice presidents are looking ahead six months to two years, and presidents are looking ahead two to ten years. What, then, should be a target date for consultant thinking-ahead? The Illinois study of consultants showed that the average age of our women library consultants is 45. That's pretty ancient to those for whom we are presumably planning a future. We need somehow to synthesize our years of accumulated knowledge and experience with the new world around us. Sociologists tell us that the change between our generation (of 45+ year old consultants) and the younger generation is sharper and more radical than ever before in history. "Future shock" has an even greater impact than "cultural shock." To read Alvin Toffler's article in *Horizon Magazine,* Summer 1965 (p. 109-115) with its glimpse of the very near future, if not the already present, is a shaking experience. Some people are not devotees of Marshall McLuhan, but (to have the tomorrow's world concept) you should read what he has written. And, as Dr. Stitely said on Thursday night, we need to be thinking in Megalopolis, much as it may not please us personally, because that's where the library service we are consulting and advising for now will be given in the very near future. We should be thinking even about a Megalopolis with what may very well be the non-library service of the future. We may soon be saying "The book is dead" and using only beep-beep tapes or flashing lights or grinding wheels as our information

transmitters. We here in New England are all involved in Megalopolis, and with our new concept of networks for cooperative activities in library service, even the farthermost reaches of Vermont and Maine are linked with the great cities and research centers of the whole of Megalopolis. We should be thinking not of library service in Rhode Island or in Maine, and not of school libraries, college libraries, or public libraries, but of *a* New England library. It is possible and in the near future very probable.

A few years ago the masthead of the library consultants' newsletter for California was decorated with a cheery little figure with her jaunty feathered hat tossing in the breeze as she rode her pogo-stick "Up and Down the State" and we had a "busy busy" librarian looking to us for advice. A new look has arrived, as evidenced by this modern, sophisticated abstract design — the look of the future. Consultants will still be there, I believe, but both then and now we'll have a lot to do to keep "ONE JUMP AHEAD."

NINTH SESSION

The ninth and final session of the Workshop was a brief meeting after the last luncheon in which the chairman, Samuel E. Molod, Assistant State Librarian, Connecticut, gave members of the group a chance to put into writing their evaluations and recommendations. Excerpts and paraphrases of these follow here:

1. As a librarian in state service, it has been very interesting, informative and a decided pleasure to meet and hear the comments of such obvious "professionals."
2. Saturday's program seemed particularly clear and stimulating. If in future case studies group discussion more concrete first steps could be outlined, it might be more helpful than just throwing out ideas for arbitrary discussion.
3. I found the programs both provocative and stimulating. I should have liked more give and take — perhaps from a standpoint of positive statements that could have been vociferously challenged.
4. U. R. I. Graduate Library School is to be commended upon the value of the Institute so successfully put on. I should welcome an opportunity to offer a few brief comments by way of evaluation, and suggest that others might like to do so in more formal form.
5. Arrangements remarkably well made, campus attractive, workshop stimulating, challenging.
6. Very fine meeting. I enjoyed the down-to-earth, practical meetings. More time could be given to question-and-answer periods. Also a bit more planning for free periods. On the whole, however, the program was excellent.
7. The case study work session was particularly valuable. During the report of the group and the question period, techniques of consulting were brought out. This was also true of the Saturday morning session. The Thursday afternoon session seemed to run to descriptions of specific problems in the local libraries. The "in our state we do thus and so" approach, unfortunately not too broadly applicable. Over all the conference was very worthwhile . Annual get togethers of the New England consultant staffs would seem worth considering.
8. The Case Study Workshop was particularly valuable; it brought attention to factors easy to overlook, and considered the most common situations. It showed the relationship of the library to the whole community in matters of income and administration. *Consultation* (*Session I, 9/9*) excellent for approach of the consultant. Recommended: Continue this type of workshop. Bring in consultants from other fields (such as labor and industrial management).
9. One session I found extremely interesting and valuable was the overall group discussion of case studies. In another workshop I would recommend that this technique be used frequently, as for example after the presentation Saturday morning. I hope there will be other workshops!
10. More workshops of this type with case studies (e.g., the Saturday morning group and an expert to guide us) will be extremely helpful.
11. Very helpful meetings, talking with other consultants, finding out what and how they work. A program of the workshop before arriving would have been helpful.
12. Good workshop. Question role-playing when done seriously as in Saturday A.M. session. Perhaps more outside speakers.
13. Very good as a general introduction to consultative work. Would like more of a chance to discuss specific areas such as institutions, technical process-

ing, reference, etc., with people of similar interests to learn how other states are progressing in specific programs.

14. A fine conference, well planned to present an evaluation of consultant work with practical applications which will be helpful. Future conferences could delineate other areas of our responsibilities.
15. Excellent start at this sort of thing. Let's make it a start. Suggest next one with possibility of majority of speakers outside the library discipline.
16. Would it be possible to arrange for small group discussions of problems?
17. Presentation of successful projects completed by states would be solid information as a basis for discussion. More work in small groups in specific problems that various participants might find immediately useful, this of course along with the formal general meetings of the entire group.
18. Very good program and worthwhile experience. Suggest it be made annual, rotating around New England states.
19. Wonderful opportunity for individual contacts and discussions on specific programs of other states. Would enjoy formal reports of successful projects — whys and hows and results.
20. General presentation has shown problems and work with small rural and village-town areas. Can we deal next with the real urban and large urban problems? I echo the suggestion for consultant in other fields speakers.
21. Excellent program. Enjoyed the opportunity of meeting consultants in the other states. Think such a workshop should be an annual activity.
22. Fine program, well organized. Suggest this be an annual workshop. Perhaps time at another one could be devoted to small groups talking over mutual problems in specific areas of work, the specialists as well as generalists.
23. The program was well planned and scheduled. Enough real problems were examined and worked at to keep the program from going into pie in the sky. On the whole, the program offered substantive experience. The next steps will be at the various agencies where the points brought out at the program should be matched against what is being done and improvements made.
24. Good program but would like to have had a description of how each state agency is set up.

EPILOG

In his report to the General Chairman of the Workshop, Mr. Sam Mclod, already referred to in these pages, wrote as follows:

> The First Consultant Workshop held in New England was a great success. We have every reason to feel proud of this first venture.
>
> The evaluation and recommendations made on Saturday, September 9, by the group showed that (1) there is a need for in-service training of consultants, and (2) that a second workshop could well be held within a year. These recommendations should be reviewed by the Extension Heads at their convenience.

* * *

Books and Libraries, the library news vehicle for New Hampshire carried in November of 1967 (vol. 3, no. 5) the evaluation shown here:

CONSULTANT WORKSHOP

September 7-9, 1967 were significant dates, for they marked the Consultants Workshop sponsored by the University of Rhode Island Graduate Library School at Kingston, Rhode Island. This workshop, which was planned for consultants of the six New England states, took apart the function of the consultant, examined it minutely, and reassembled it in new form. Keynote speakers set forth the need to live with change, the increasing importance of federalism, the need of the consultant and the librarian to be knowledgeable in fields outside the library field, and the necessity of anticipating needs beyond the immediate time. Case histories were analyzed in panel sessions, with experienced consultants enacting conferences with trustees, librarians, and other consultants to work out library problems and projects, and to plan consultant services.

Viewed by an Old Hand

This was one of the most valuable and interesting affairs for library consultants which I have ever attended. Not only did I get a working picture of the consulting techniques of consultants from other systems, but I was involved in informal discussions about library services with consultants from other states, during which we exchanged views, opinions, and information about activities. I was asked to describe the set-up and operation of New Hampshire's Statewide Library Development Program and garnered information about other library development programs which I can draw upon for the benefit of New Hampshire.

Ralph D. Riley

Viewed by a Newcomer

The Workshop for Library Consultants held on the University of Rhode Island's Kingston campus came at the perfect time for me. I had just finished my first year as a consultant for the New Hampshire State Library. There were times during the year when I felt discouraged, confused, and puzzled. The Workshop gave me an opportunity to examine my job not as an isolated con-

sultant off in the southwestern part of New Hampshire but as one member of an active exciting team. Forty librarians participated in the conference, including eight from New Hampshire. All forty are involved with state extension programs.

The Workshop was arranged so that we could share and compare mutual routines, procedures, problems, and goals. Everyone had to take an active part, for there were skits, discussions, and role-playing. In the formal and informal sessions we continued exchanging ideas until 2:30 p.m. on Saturday, when the conference was officially over, and mentally exhausted, we headed north.

Cynthia E. Postal

ROSTER FOR CONSULTANTS WORKSHOP

ADAMS, Mrs. Harriet — School Library Consultant, State Department of Education, New Hampshire

ALLEN, Mr. Francis P. — Librarian, University of Rhode Island, Kingston

BARRELL, Miss Marcia C. — Field Advisory Librarian, Maine State Library, Augusta, Maine

BECKER, Miss Elizabeth — Consultant, Division of Library Development, Connecticut State Library, Hartford, Connecticut

BLEECKER, Miss Mary Noel — Children's Specialist, Maine State Library, Augusta, Maine

BOISSE, Mrs. Josette — Children's Consultant, State of Vermont Free Public Library, Montpelier, Vermont

BRAHM, Mr. Walter — State Librarian, Connecticut State Library, Hartford, Connecticut

BUDLONG, Miss Dorothy W. — Supervisor Adult Services, Department of State Library Services, Providence, Rhode Island

BURGARELLA, Miss Mary — Senior Supervisor, Public Library Development, Massachusetts Bureau of Library Extension, Boston, Massachusetts

CAHILL, Miss Alice — Assistant Director, State Division of Library Extension, Boston, Massachusetts

CHURCH, Miss Cornelia — Assistant Director, Western Regional Library System, Springfield, Massachusetts

CRAWFORD, Mr. John — School Library Consultant, Connecticut Department of Education, Hartford, Connecticut

DONOHUE, Miss Deirdre, Institutional Librarian, Department of State Library Services, Providence, R. I.

DORAN, Mrs. Mary K. — Director, Middletown Library Service Center, Connecticut

DRICKAMER, Miss Jewel — Deputy Director, Department of State Library Services, Providence, Rhode Island

DUDMAN, Mrs. Mary Elizabeth — Extension Librarian, Maine State Library, Augusta, Maine

FERGUSON, Miss Eleanor — Executive Secretary, American Association of State Libraries, ALA, Chicago, Illinois

FLECK, Mrs. Mary — Supervisor, Field Services, Massachusetts Bureau of Library Extension, Boston, Massachusetts

FLYNN, Mrs. Mary — Supervisor, Public Libraries, Massachusetts Bureau of Library Extension, Boston, Mass.

GALICK, Mrs. Genevieve — Director, State Division of Library Extension, Boston, Massachusetts

GRAY, Mr. Kent — Reference Division, Vermont Free Public Library Service, Montpelier, Vermont

HAAS, Mrs. Miriam G. — Chief, Division Interrelated Library Services, Department of State Library Services, Providence, Rhode Island

HAMILTON, Mrs. Ruth — Associate Professor, Graduate Library School

HAMPTON, Mrs. Janet — Librarian, Graduate Library School, University of Rhode Island

HAZELTON, Ruth — Librarian, Maine State Library, Augusta, Maine

HEALEY, Mr. James S. — Chief, Division Library Extension Services, Department of State Library Services, Providence, Rhode Island

HEARN, Mrs. Carolyn B. — Librarian for Handicapped, Department of State Library Services, Providence, Rhode Island

HEKTOEN, Miss Faith — Consultant, Children's Services, Connecticut State Library, Hartford, Connecticut

HILL, Miss Virginia — Deputy State Librarian, Maine State Library, Augusta, Maine

HOLMES, Mrs. Elizabeth H. — Supervisor, Technical Services, Department of State Library Services, Providence, Rhode Island

HOPE, Miss Arlene — Library Services Program Officer, Office of Education, John F. Kennedy Federal Building, Boston, Massachusetts

HUBBARD, Miss Barbara — Adult Services Consultant, State of Vermont Free Public Library, Montpelier, Vermont

HUMESTON, Dr. E. J., Jr., Dean URI Graduate Library School, Providence, Rhode Island

HORTON, Mrs. Elena — Executive Secretary, State of Vermont Free Public Library, Montpelier, Vermont

IRONS, Mrs. Lillian — Assistant Executive Secretary, State of Vermont Free Public Library, Montpelier, Vermont

KINGSEED, Miss Elizabeth — Assistant State Librarian, New Hampshire State Library, Concord, New Hampshire

KRAUS, Miss Anne — Director of Extension of Library Development, New Hampshire State Library, Concord, New Hampshire

KUNKEL, Mr. William — Director, Newton Public Library, Newton, Massachusetts; October 1 — Director, Eastern Regional Library System, Massachusetts

LILLIE, Mr. Frank — A. V. Consultant, Free Public Library Service, Montpelier, Vermont

MOLOD, Mr. Samuel — Assistant Librarian, Connecticut State Library, Hartford, Connecticut

MYER, Miss Elizabeth — Director, Department of State Library Services, Providence, Rhode Island

PERSEMPERE, Mr. Dominic — Head, State Agencies and Institutions, Connecticut State Library, Hartford, Connecticut

POSTAL, Mrs. Cynthia — District Library Consultant, Keene, New Hampshire

RECORD, Mrs. Pauline — Assistant Director, Willimantic Library Service Center, Willimantic, Connecticut

RILEY, Mr. Ralph — District Library Consultant, Littleton, New Hampshire

SALVATORE, Mrs. Lucy — Assistant Professor, URI Graduate Library School, Providence, Rhode Island

SANBORN, Mrs. Rachel — District Library Consultant, Exeter, New Hampshire

SCOTT, Miss Abbie F. — Director, Willimantic Library Service Center, Willimantic, Connecticut

STITELY, Mr. John — Director, Bureau of Government Research, URI, Kingston, Rhode Island

SULLIVAN, Mrs. Mary — Librarian, State Regional Library Center, Reading, Massachusetts

WADE, Miss B. Gertrude — Public Library Consultant, New Hampshire State Library, Concord, New Hampshire

WHALEN, Miss Mary F. — Supervisor, Young Readers' Services, Department of State Library Services, Providence, Rhode Island

BIBLIOGRAPHY

The materials listed below represent basic sources for library consultants. They were selected by the Workshop's planning committee and general chairman and Mrs. Janet Hampton, the Librarian for the Graduate Library School. This list was distributed to the members of the Workshop at its beginning and most of the items were on display throughout its duration.

Materials of General Interest

American Association of School Librarians. *Standards for School Library Programs.* Chicago: American Library Association, 1960.

American Association of State Libraries. *Standards for Library Education at the State Level.* Chicago: American Library Association, 1963.

American Library Association. Library Technology Project. *Protecting the Library and its Resources;* a Guide to Physical Protection and Insurance. (L.T.P. Publications, No. 7) Chicago: American Library Association, 1963.

..... Small Libraries Project. *The Small Public Library;* a Series of Guides for the Community Librarian and Trustee. Chicago: American Library Association, 1962-1963.

..... Statistics Coordinating Project. *Library Statistics;* a Handbook of Concepts, Definitions, and Terminology. Chicago: American Library Association, 1966.

American Library Laws. 3rd ed. Edited by Alex Ladenson, Chicago: American Library Association, 1964.

. *First Supplement,* 1963-1964.

..... *Second Supplement,* 1965-1966.

Bowler, Roberta, ed. *Local Public Library Administration.* (Municipal Management Series) Chicago: International City Managers' Association, 1964.

Carl, Herbert, A. ed. *Statewide Long-range Planning for Libraries.* Report of a conference September 19-22, Chicago, Illinois sponsored by the Library Services Branch, U. S. Office of Education. Washington: U. S. Government Printing Office, 1966.

Dennis, Donald D. *Simplifying Work in Small Public Libraries.* (Drexel Library School Series, No. 11) Philadelphia: Drexel Institute of Technology, 1965.

Hawkins, William R. *Copying Methods Manual* (L.T.P. Publications, No. 11) Chicago: American Library Association, 1966.

Fay, Adra M. *Supervising Library Personnel.* Chicago: American Library Association, 1950 (University Microfilm copy)

Library Technology Reports. Bimonthly reports of the Library Technology Program. Chicago: American Library Association, 1965—.

Long, Marie Ann. *The State Library Consultant at Work.* (Library Research Center Series, No. 6) Springfield: Illinois State Library, 1965.

McDonald, John P. *Planning Library Buildings.* (Library Science Paper, No. 4) New Haven: Southern Connecticut State College, 1966.

Metcalf, Keyes D. *Planning Academic and Research Library Buildings.* New York: McGraw-Hill, 1965.

Michigan Association of School Librarians. *Cataloging Manual for Nonbook Materials;* in Learning Centers and School Libraries. Ann Arbor: University of Michigan, 1966.

Molod, Samuel E. *The Power Structure and Librarians.* (Library Science Paper, No. 7.) New Haven: Southern Connecticut State College, 1966.

Monypenny, Phillip. *The Library Functions of the States.* Chicago: American Library Association, 1966.

Myler, Rolf. *The Design of the Small Public Library*. New York: R. R. Bowker, 1966.

Public Library Association. *Interlibrary Cooperation.* (The Public Library Reporter, No. 12.) Chicago: American Library Association, 1967.

.....*Minimum Standards for Public Library Systems*, 1966. Chicago: American Library Association, 1967.

Sinclair, Dorothy. *Administration of the Small Public Library*. Chicago: American Library Association, 1965.

Stebbins, Kathleen B. *Personnel Administration in Libraries*. 2d. ed, revised and largely rewritten by Foster E. Mohrhardt. New York: Scarecrow, 1966.

U. S. Office of Education. Library Services Branch. *National Inventory of Library Needs*. Chicago: American Library Association, 1965.

Young, Virginia C. *The Library Trustee*. New York: Bowker, 1964.

Prepared by State Agencies

California. State Library. *Public Library Service Equal to the Challenge of California;* California Statewide Survey of Public Library Service. A report to the State Librarian. Sacramento: California State Library, 1965.

Commonwealth of Massachusetts. Board of Library Commissioners. *Annual 75th Report of the Board of Library Commissioners for the Year Ending June 30th*, 1964. Public Document, No. 44.

..... *Annual 76th Report of the Board of Library Commissioners for the Board of Library Commissioners for the Year Ending June* 30, 1965. (Public Document, No. 44.)

..... *General Information, Policies, and Regulations Relating to the Certification of Librarians.* Boston: Board of Library Commissioners, 1965. (Mimeographed.)

..... *Minimum Standards of Free Public Library Service . . . effective July* 1, 1966. Boston: Board of Library Commissioners, 1966. (Mimeographed.)

..... *Regulations for the Conduct of Adjudicatory Proceedings.* Boston: Board of Library Commissioners, 1965. (Mimeographed.)

..... *Statement of Policy and Regulations.* Boston: Board of Library Commissioners, 1962. (Mimeographed.)

..... Bureau of Library Extension. *Organization Chart.* Boston: Bureau of Library Extension, 1967. (Mimeographed.)

New Hampshire. State Library. *Book Selection for the Small Library*. Concord: New Hampshire State Library, 1964. (Mimeographed.)

..... *Questions and Answers Concerning the Statewide Development Program*. Concord: New Hampshire State Library, 1965.

..... State Library Commission. *Acquisition and Book Selection Policies of the New Hampshire State Library*. Concord: New Hampshire State Library Commission, 1961. (Mimeographed.)

New York. State Library. Division of Library Extension. *Building on Strength;* New York's Plan for a Reference & Research Library Program. Albany: New York State Library, 1963.

..... *Primer of Public Library Systems in New York State*. Rev. ed. Albany: New York State Library, 1966.

..... *Proceedings of the Conference on Library Participation in Anti-poverty Programs* held at West Point, N. Y., February 7-9, 1966. Albany: New York State Library, 1966.

..... *Profiles of the Public Library Systems in New York State*, 2d ed. (Reprinted from *The Bookmark*, 1963-66.) *Albany*: New York State Library, 1966.

New York (State) Interdepartmental Health and Hospital Council. Committee on Library Services in State Institutions. *A Plan to Provide Library Service to People in New York State Institutions*. Albany: New York Interdepartmental Health and Hospital Council, 1965.

Vermont. Free Public Library Service. *State Plan for Library Programs*. Montpelier: Vermont Free Public Library Service, 1967. (Xeroxed Copy.)

Wisconsin. Free Library Commission. *A Design for Public Library Development in Wisconsin*. Madison: Wisconsin Free Library Commission, 1963.

Materials Prepared by Consultants

Allen, Emil W., Jr. *The First State-wide Public Library*. Speech delivered at the Graduate Library School (Southern Connecticut State College, New Haven.) Thursday, December 1, 1966. (Library Science Paper, No. 8.) New Haven: Southern Connecticut State College, 1966.

Beasley, Kenneth. *A Statistical Reporting System for Local Public Libraries*. (Pennsylvania State Library Monographs, No. 3) University Park, Pa.; Pennsylvania State University Institute of Public Administration, 1964.

Boaz, Martha. *Strength through Cooperation in Southern California Libraries*. Los Angeles: 1965.

Chait, William and Robert S. Ake. *A Survey of the Public Libraries of Norwalk, Connecticut*. Chicago: American Library Association, 1966.

Duchac, Kenneth F. and H. Thomas Walker. *Survey of the Public Libraries of Catawba County, North Carolina*. Chicago: American Library Association, 1966.

Ford, Joseph P. and John T. Holden. *A Study of Library Service in New Hampshire*. (Governmental Series, No. 10.) Durham: University of New Hampshire, 1961.

Humphry, John A. *Library Cooperation*. Providence: Brown University Press, 1963.

Martin, Lowell Arthur. *Students and the Pratt Library: Challenge and Opportunity*. (Deiches Fund Studies of Public Library Service, No. 1.) Baltimore: Enoch Pratt Free Library, 1963.

Metcalf, Keyes D. *Cooperation Among Maine Libraries*. Cambridge, Mass.: 1961.

Nelson Associates. *Basic Problems and Possibilities for a Reference and Research Library Resources System in Nassau and Suffolk Counties, New York*. New York: Nelson Associates, 1965.

New Jersey Library Association. *Can New Jersey Afford . . .?* Brochure prepared by John T. Cunningham. n.d.

Public Administration Service. *A Survey Report on Public Library Services in Butte County (California)*. San Francisco: Public Administration Service, 1966. (Mimeographed.)

Public Administration Service. *Public Library Services in Northern California*. Survey conducted for the Northern California Council of Librarians. San Francisco: Public Administration Service, 1966

Stone, Clarence Walter. *A Library Program for Columbia* (Maryland). Pittsburgh, Pa.: 1965.

Vershoor, Irving A. and Mary Lee Bundy. *Regional Library Systems Development in Massachusetts*. Boston: Board of Library Commissioners, 1963.

Wheeler, Joseph Lewis. *Report of a Study of the Operations and Building Problems of the Atlanta Public Library*. Atlanta, Ga.: Atlanta Public Library, 1965.

Periodical Literature

Burgarella, Mary and Helen Tedford, "Regional Library Systems: a Bibliography", *The Bay State Librarian*, LVI (January, 1966) 7-10.

Galick, V. Genevieve. "Interaction: State and Federal Funds in Fiscal 1965", *The Bay State Librarian*, LV (January, 1965), 5ff.

Nelson Associates. "Centralized Processing for the Public Libraries of New York State; a Summary", *The Bookmark*, XXV (April, 1966), 243-246.

Schreiber, Louis. "A New England Regional Catalog for Books," *The Bay State Librarian*, LV (January, 1965) 13-15.

Wagenknecht, Robert E. "The Massachusetts Division of Library Extension and the Development of Regional Library Service, 1940-1965," *The Bay State Librarian*, LVI (January, 1966?), 3-5ff.

Wisconsin, Department of Public Instruction. Division for Library Services. "Public Library and School Library: Organizational Relationships," *Wisconsin Library Bulletin*, LXIII, No. 2 (March-April, 1967) 89-94.